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The American's Creed

Walter Tyler Page

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

Winner of the \$1,000 Prize Offered by Baltimore for the Best American Creed.
Approved by President Wilson

EDITORIAL

IN his first address to the students at the University of California, on the occasion of reassembly for the Spring term, President Barrows outlined the threefold function of such a great public institution.

Of the three fundamental services **THE SERVICE OF THE UNIVERSITY** to which the University should set itself, President Barrows first mentioned that of teaching. The University must as well project itself beyond the campus and offer its services to the people of the State, thus to seek application of the knowledge possessed. A third function—that of discovery and research, was held to be of the utmost importance. "The University in order that it may teach, that it may apply the world's knowledge, needs must discover knowledge."

The Teaching Service

President Barrows in this pronouncement is fundamentally sound and progressive. Primarily, the University of California—every University—is a teaching institution. Young men and young women enter the higher institutions of learning, that they may become possessed of knowledge, receive training, secure an education. This they cannot do unless the institution is a *teaching institution*. It is a deplorable fact, too well known and appreciated to require comment here, that all too many of those in the University, who are supposed to instruct, are themselves not teachers. The idea still largely prevails that those who know their subjects, know as well how to present them to others; how to bring together the student and the subject. In other words, how to teach. It is regrettable that so many high minded,

scholarly and otherwise competent men, themselves the product of the University, but with no professional training, no knowledge of the science of education, no understanding of the art of teaching, no appreciation of mental or physical attributes in their pupils, have set themselves the task of teaching, not, as they believe the young men and women, but rather the narrow field of human knowledge they represent. Nor are these young instructors to be censured, as their own training was secured through the lecture rather than through the teaching medium.

The teaching in the University cannot approximate, either in quality or quantity what the State has a right to expect until there is provision made outside the University to care for high school graduates during the first two college years. With classes of 150, 200, 400, even 1600 and 1700 in the University, teaching is impossible. The tried and failed lecture system is the best that can be offered. That we may ultimately hope for a high degree of teaching ability, both in high school and University, the development of the School of Education at the University is absolutely essential.

The Extension Service

The application of the knowledge which the University holds in trust and which it is constantly accumulating is a function not to be ignored. For those that cannot come to the University, that institution must project itself to them. The field of extension teaching is one of the richest and most worth while in the entire range of education. Those who for one or another reason, could not in earlier life take

advantage of adequate study, find the extension courses of economic and social and intellectual profit. Through participation outlook is broadened, vision expanded, earning power increased. The direct and indirect results of reaching the people through correspondence courses, extension classes and other available means contribute materially to the satisfaction of life of the participant.

Nor should such teaching be offered merely to those who are fitted to enter the University. The advantage of such courses should be extended to all classes and grades. Instruction should cover every needed phase of human knowledge. Some of those who are profiting most by these courses, are men and women who, without the opportunities presented, could not progress further in the particular wage earning group in which they find themselves. Others who speak in appreciation of these courses are those, themselves university trained, who in their college career, had no opportunity to participate in such work. There still prevails in some quarters the old idea, that only those subjects are fit for college consumption that have no value in the world of men and things. The universities of California, Wisconsin, Chicago and other modern institutions, have done a tremendous public service in carrying education to the people.

Discovery and Research Service

And surely a university should not content itself with teaching only those established facts of knowledge that were considered all sufficient in times past. To properly serve the State, new knowledge must be accumulated; new fields must be discovered and explored; there must be carried on scientific research, not alone in the undiscovered subjects, but old horizons must be broadened and established

wells of knowledge deepened and enriched. History, science, language, philosophy—all stand ready to make new contributions and to offer more exact data. The world of applied science is opening before us. The application of scientific principles in the arts and industries is to be one of the determining factors in our industrial and commercial development. And the peace and leisure and finer human and social qualities are to be foundationed upon fuller knowledge of the humanities and the many activities, studies, and fields of thought contributory to them.

Never in the history of the world has the University, as a great national public institution, had such opportunity for service as it has today. No University is situated more advantageously than is the University of California. It has rich traditions, a glorious inheritance of accomplishment and a leadership in David P. Barrows that promises a future of achievement in service.

A. H. C.

THE taking of the fourteenth decennial census last month should be made the basis of interesting and stimulating and patriotic lessons in schools of almost every grade. For the younger children, there may be worked

THE CENSUS up a story of the more picturesque features, strange questions asked, the local enumerators, how the information is gathered. For the grammar grades, and especially those classes studying United States history, there is an endless amount of material that may be used; the early censuses, their simplicity, and why; the growth of population, the distribution of population, the growth of cities and the more obvious causes, the inclusion of

other facts than population, and maybe a detailed inquiry by pupils of the local work and the workers and the information most called for locally. In the high school there will be discovered a rich field for investigation and interpretation and study of causes; the economic and governmental uses of the census reports, the comprehensive questionnaires, and perhaps an intensive study of some one volume or locality in the general scheme. There is an opportunity to discover and solve certain problems to stimulate the history sense, to trace social and physical and racial and industrial developments, and find their causes, the material for which may be found in the census reports. The facts handled as they may be handled, there will not be a dull page.

The census supplies an abundance of suggestive topics, concrete problems, subjects for investigation, and of so simple sort as to be suited to middle grade children, even, and older pupils.

R. G. B.

COMPARED with the published courses of study of twenty years ago, even, some of the prescriptions of the present reveal distinctly rational tendencies. Certain recent compositions

ELEMENTARY CURRICULA

show an evident attempt to utilize current knowledge of the actual conditions of types of children and standards of possible achievements, and the valuations of the several means of education, as justifying the prescriptions. A second distinguishing feature of the newer attempts at curriculum making is the obvious intention to actually follow the course in practice. It is yet doubtless true that too many courses, most of them, indeed, are formed under the influence of personal

bias, or chance preferences, or closely following tradition. That an occasional system should undertake to apply verifiable knowledge of child interests and capacities and individual needs in an orderly arrangement of teaching exercises, is encouraging. To make the impact of daily experience serve a school purpose also; to find teaching problems where they grow and not where they are manufactured, and make them parts of an ordered whole of directed effort, is a step toward rational planning. It has come to be generally recognized that a vocational program for a given community is intelligently planned only on the basis of a study of the social and economic needs of the community and the character of the population. But the need is no less for a survey of one's cultural and civic and domestic and scientific environment and faculty, if a humanistic program of directed training is to be undertaken. Mental and teaching tests, and educational measurements, and neighborhood civic and industrial surveys must all be utilized in selecting a program of exercises for the education of children and youth.

IT will be apparent that these and kindred conditions make any course to be less a prescription than group and grade recommendations; no hard and fast lines can be set as between adjacent grades, or among children of the same age, or varying social conditions, or racial connections. What is attempted is the suggestion of suitable studies and exercises, lists of usable teaching material, available references, possible problems and projects and constructive ventures, and helpful devices and collateral teaching tools. Very naturally, the sorting out of this wealth of material, and fitting the possible assignments to any day's needs, or maturity of experience, or local conditions,

becomes the function, the privilege of the room teacher in co-operation with the school principal or other supervisory officers. It has come about, therefore, that in the making of contemporary, the best contemporary, elementary school courses, the teachers have had a determining voice. Persons of larger vision, less burdened with details, may see better the distant goal; the limitations of prescription and the needed co-ordinations; but the grade teacher's judgment may not be neglected. Most recent courses are the joint product of all the factors responsible for the school's activities — the Superintendent and his aids, the supervisory staff, the principals, and the class or room teachers.

IN our own State the co-operation of forces in curriculum making has exemplification in a number of cities. In a former issue of this magazine was notice of the San Francisco study of History, Civics and Ethics as teaching material; and now the editor has been privileged to consult advance sheets of a provisional "Course of Study in Geography." A first draft was made by a committee of seven of which two were principals and five grade teachers. This was submitted to another "committee of review," comprising an acting principal and six teachers. Consultation was had with H. W. Fairbanks, geographer. The product as amended or otherwise modified was then studied and collated by the Superintendent's office, correlating with other social subjects of the curriculum. In Sacramento there has been an effort to adjust the courses to the reorganization of the system, incident to the development of the Intermediate School; and in Los Angeles a series of monographs covering, at present, the traditional subjects, of particular significance being the manual prepared by or

under the direction of Mrs. Dorsey — "Geography and its Teaching." In all these places, and, without doubt, in others not at the moment recalled, committees of teachers and supervisors and executive officers have spent months in investigation, and experiment, and critical analysis of means and purposes in organization possibilities, etc.

OF the same careful preparation is "the curriculum" worked out by the Model and Training School of the State Normal School of San Diego. As compared with some other recent courses it is much more compact, covers more subjects (twenty in the aggregate), typing, fine arts and hygiene not found in most of them, comprising the work of the elementary grades only, and is in general a syllabus or manual of exercises with excellent bibliographies and supplementary list. Reading is finished, very sensibly in the first four grades; phonics in the first two, typing in seventh and eighth; arithmetic is outlined for all the grades from the second inclusive; geography begins with grade three and is carried through 8 B. Nature study and agriculture are distributed over the eight years, being based primarily on animal and plant life, inanimate phenomena being begun in grade three and agriculture in grade five. Citizenship studies, as such, are confined to seventh and eighth grades. A score of names are signed to the various outlines, though it is apparent that each subject is treated by the head of the department concerned. Special effort has been made to correlate English with other studies that call for expression; geography is closely connected with production and distribution. The work in history and civics follows, mainly, a text, though there are given some excellent illustrations and suggestions of project work on the sub-

ject. Indeed, the recognition of problem and project activities in all the studies is one of the chief merits of the bulletin. The results may not yet be entirely satisfactory; they will call for constant or frequent revision; but they, better than heretofore, represent the combination of interests concerned in a working curriculum.

JUST now there have been received eight monographs or manuals of the Duluth schools setting forth a revised curriculum. These comprise the work in English, geography, history, civics, nature study, drawing and industrial work, arithmetic, music and physical training—900 pages. In general it is an elementary school recommendation. History, arithmetic and physical education are carried through the junior high school; and drawing, industrial art and music through the senior high school. Besides the formal course in the several subjects, each chapter includes fundamental principles and general directions, standard scores where they have been worked out, supplementary texts and teachers' professional readings, and selected lists of problems and projects. So in every modern course, much more is suggested than can possibly be accomplished by any one school; but by the use of type topics and supplementary lists, and, in some cases, minimum assignments, the curriculum becomes a guide, not a prescription. For instance, in geography, the work for the several grades includes studies in climate, homes, food, occupations, clothing, animals, plants and education in terms of projects, commerce and industry; with abundant supplementary references. School staffs now working upon their courses of study, or soon to undertake their revision, will find it worth while to consult the Duluth publication.

R. G. B.

TO talk straight, clean-cut English is becoming popular. Nor is it necessary in order to accomplish this purpose to strike from our acquaintance certain new words, phrases and forms of expression. Many of these

POPULARIZING THE ENGLISH LANGUAGE

have force and meaning at the same time correct and are at the even though they were unfamiliar to the facile pens of Johnson or Bacon or Shakespeare. There has fallen into our unregenerate literary days not only the slang and street speech so familiar to the Bowery, but there has come as well a most meaningful list of words and expressions which enrich the content of our English language. For these newer and virile contributions, we have chiefly to thank, not the purists, and slaves to the traditional style and form, but more particularly the modern journalist. The genesis of the new forms lies in the main in the new world opening to us through science and art and industry and invention and travel; a national concept and world vision as opposed to the circumscribed horizon of past generations.

Slang and vulgar and incorrect, or to say the least, undignified expressions, are finding their way into the school room and into the home. The Better Speech Week, or Special Improvement Week, or Speech Improvement Week, or Drive for Better English Week, did much to direct us into more reasonable speaking and writing. We have from a business man of our acquaintance, a man not over prudish as to his use of English, but who with voice and pen chooses well his words, the following notation, accompanying a clipping from the daily press, touching the drive for improved speech and its results in the East:

Dear Mr. Chamberlain:

Shouldn't California "Get a move on" and

"start something?" If we don't "cut it out," we will not be able to "put it over," so as to be understood, when we talk with reformed Easterners. Our language is getting to be "the hot stuff," and we should "get wise to ourselves" and "burn it up." You might dedicate a column to the job and "tell it to the world" in your best Johnsonian English. If you get in before the campaign strikes California, you can "cut a wide swath" and maybe "get on the front page," that is if you care to try to be "the big cheese." Here's your chance. You can do humanity a good turn. Can't you? "I'll say you can!" Mirthfully yours, etc.

No better illustration could be had of the lengths to which we have been carried through the abuse of the English than is afforded by this quotation. "Cut it out," "Search me," "Beat it," "The bunk," and such expressions are in such constant use that they threaten to become a real menace. The war did much to spread the use of such expressions. Any concerted movement, the avowed purpose of which is to make popular the use of substitutes for these expressions, is most welcome.

As before stated there are many new forms and expressions which through general usage have become fastened upon us, and are indelibly woven into the warp and woof of our language. We have frequently had occasion to remark that the man or woman, who today on the platform or through the printed page still holds proudly aloof from the use of all modern contributions to the language, goes unheeded. The power of many users of our best English is largely lost. Their expression, accurate in the extreme, fits past time and conditions rather than the life of today. So refined is their language that lasting impressions in the minds of readers or hearers are lacking. This is particularly true of some of our college professors of English.

Balance and consistency are essentials. It is indeed an art—the proper choice of

words. To be able to express one's self in a few well chosen words and to leave no doubt, no meaning ambiguous, is an asset to any man or woman of whatever trade or profession or calling. To have something to say, to say it, to stop talking or writing, is an accomplishment possessed by few and exercised by fewer. Our overseas experiences only served to emphasize in our own mind, the value of definite, straightforward, clean-cut, direct language; the avoidance of faulty or slangy expressions, and becoming brevity in both speech and written forms. By all means let us improve our speech.

A. H. C.

HERE are occasional encouraging references in educational journals and in association programs to the tendency to place college-trained teachers into the grammar grades; and, with the certainty

GRADE TEACHERS

of larger salary goes their willingness to accept positions in the elementary schools. If to the larger salaries on a graded schedule, the movement becomes general to grade salaries according to the three factors—training (and continued training), skill, and experience, without reference to the place of one's work in the school system, it seems probable that many more persons (women in all grades, and men in the upper grades) would be disposed to seek positions in the elementary and lower high schools. In California, this tendency is not unknown even at present. But if one could be sure of a salary in the eighth grade, or fourth, or ninth, equal to that in the high school or Junior College, preferences would probably be more discriminating. In the early grades also, there are needed the more abundant scholarship, maturer academic experiences.

R. G. B.

PROBLEMS OF CONSOLIDATION OF SCHOOLS

E. W. HAUCK
Yreka, Cal.

THE assignment made me has in it the possibilities of a paradoxical treatment such as only a Chesterton can adequately present. Consolidation of schools is to be represented in one case by a transportation system costing more than \$10,000 per year and in the other by one costing less than \$500. One of these schools carries more than one half its students to and from school every day in motor vehicles owned by the district and representing an investment of close to \$40,000; the other school sends its principal out to administer the activities of the six schools of the system, in an automobile privately owned and representing an investment commensurate with the more limited resources of him who pays the license fee and taxes on it.

The first mentioned school is designated in certain quarters as a "gasoline-made-school." This may be said to be true in a double sense. The students are carried to the school and to the scenes of their extra-school room activities in conveyances, the motive power of which is gasoline or some less refined petroleum product. The school derives its revenues from the taxation of an assessed valuation of \$27,000,000 consisting largely of oil property. Another important part of its wealth lies in the golden orange groves. The second school also has its stores of gold, the yellow metal that first attracted the venturesome to this state. It has its natural resources comparable to the oil fields of Fullerton, in the vast forests of Siskiyou County that are being converted into the material for the building of cities.

The Fullerton Union High School District has leased an acre of ground in the San Bernardino Mountains, from the United States government. Here groups of the students receive their first lessons in wood-craft and mountain climbing; some of them gain their first actual experience with snow. In the Siskiyou Union High School District one does not reach a lower altitude than half a mile and can climb to nearly three. The boys and girls know how to make a camp fire, fight a forest fire, stalk a deer, catch trout and follow a mountain trail. They have an intimate acquaintance with snow, whether of the civilized "balled" variety or the savage, wind-whirled, drifting kind.

Fullerton's motor busses very rarely travel more than twenty miles per day and that on

paved highways without a grade requiring the use of second speed. The auto of the Siskiyou's principal often goes a hundred and twenty miles in a day over mountain roads of rocks and dirt, some of which will undoubtedly be paved some day. One district has half a dozen villages in an area of sixty square miles; the other consists of nearly a hundred elementary school districts covering an area of 6000 square miles.

Such are the contrasts of the two districts. In the differences of conditions we have the explanations of the variation in the development of the idea that co-operation in school affairs can be advantageous. Fullerton has carried the youth of several communities to a central school plant. This is consolidation by means of transportation. Siskiyou has established six day high schools and three night schools of Americanization in a territory six times as large as Rhode Island and three-fourths the size of Massachusetts. This is consolidation by centralization of administration.

The plan of consolidation as adopted at Fullerton has made possible a school plant consisting of about twenty acres of land, a group of nine school buildings devoted to study and class room and laboratory instruction, an auditorium with a seating capacity of twelve hundred, a splendid gymnasium, a garage capable of holding ten motor busses, a heating and water plant, and residences for some of the employees of the school. The library, shop and laboratory equipment are superior. Six years of work are offered, covering the ninth to the twelfth years of the school course and two years of Junior College subjects.

As more than one half of the students are brought by motor busses from towns which have excellent grammar schools and which have a high school population large enough to warrant the establishment of such a school, it is reasonable to conclude that the school has grown to its present proportions because of the transportation system provided. Also, it is evident that the smaller unit would not provide the varied opportunities afforded by the single central plant.

In addition to providing transportation for students, the busses have other uses. They have made possible a better annual music and

lecture course at Fullerton. They have brought men and women, as well as the young people of the schools, who did not have their own conveyances, from the more distant parts of the district, to hear some of the world's greatest artists and organizations. On special days mothers and friends of the students have been brought to the school to attend the regular sessions or exhibits of the school work. There have been "eighth-grade days" when pupils of the grammar schools were brought by the motor busses to visit the class rooms, laboratories, manual training shops, sewing and cooking rooms, art department, gymnasium and athletic field which they would soon have the privilege of enjoying on equal terms with the young men and women who were acting as their hosts.

The students of the high school also found additional uses for the motor busses. They were found convenient to carry the Junior College in its entire membership to nearby colleges for a day of investigation and inspiration. The whole student body could be carried to the athletic and forensic contests held with other institutions. The class in biology could take a bus or two for a day's study at the beach. The class in agricultural botany spent its laboratory period at the orchard or nursery of progressive horticulturists of the neighborhood. The class in drawing and art visited the art galleries; the drama class, a Shakespearian play; the music class, the concert of a prima donna; the class in iron working, the iron works of the nearby city. So the life of the student was made "more abundant" because of the opportunities afforded by the motor bus.

The expense of the transportation service was about fifteen cents per day per pupil. The writer uses the past tense as his experience in the school described preceded some of the sharp advances in prices. Indicative of the possible changes, is the amount paid student drivers which at one time was increased from ten dollars to fifteen dollars per month. However, the following will undoubtedly be found a fairly dependable estimate of the annual cost of transportation of three hundred and fifty pupils a distance not in excess of eight miles over good, paved roads:

Wages of auto mechanic.....	\$1500
Wages of bus drivers.....	1500
Gas and oil.....	1000
Repair parts and tools.....	1000
Tire replacements	1000
Depreciation	4000

The total of ten thousand dollars is well expended for the greater opportunity afforded the larger number of boys and girls.

The writer recently received a letter from a teacher of a grammar school in the Siskiyou Union High School district, from which the following is taken:

"At Indian Creek District, ninety miles from Yreka, there are four pupils who last year completed the eighth grade and began the ninth grade work with me after the April examinations. . . . One of the pupils is fourteen, two are sixteen years of age, and the fourth being seventeen has dropped out this school year. Their parents do not feel able to send them to High School this year, but are planning to do so next year when they will be better fitted to go so far from home alone. . . .

"If the authorities will send a high school teacher down here I will gladly resign, since the District cannot afford two teachers.

"Will you kindly advise"?

That is the problem: "Will you kindly advise"? The branch high school system established here is an attempt to do "something about it."

The smallest branch high school of the district is at Dorris. In the year 1918-1919 the average daily attendance at that school was less than four. The School Board decided to close it. The principal of the district made a visit to Dorris and its vicinity during July and found ten young people who wanted to go to school and could attend at Dorris but could not go farther away to school. He also found one young lady who was planning to go away to school but agreed to remain if the school at Dorris were continued. On this showing the former action of the Board was rescinded. Fifteen students were enrolled and have been in regular attendance until the present time. An opportunity was thus afforded to fourteen boys and girls who would have been out of school otherwise. One of the school rooms at Dorris has been converted by the students into what they call their "club room." Here they spend their evenings in study, singing and other social diversion for which there is very meager provision in the town. The room is also open on Sunday. No disturbance or unpleasant complication has occurred.

The other branch schools average about thirty in enrollment. Each has two teachers. In probably ninety per cent of the cases, the students of these schools would not be sent away to school because of financial difficulties, disinclination or hesitancy on the part of the

parents to have their young children away from home. In many respects these schools compare to the smaller high schools with from three to five teachers. The course of study offered is similar but covers only two years. Bookkeeping and shorthand are offered in all the schools. In some of the schools all the students study typing. In all of them, the number taking typewriting is remarkably large.

The point of difference between the branch schools and independent small schools is in the administration. We have one school board and one supervising principal. While there is rivalry between the schools it is not of the tenseness that one sometimes finds among high schools of a city system. As the supervising principal goes from school to school he can suggest solutions of problems and tell of developments in other places. This avoids the difficulties that isolation sometimes brings to a small school. A non-resident coming to a town with a personal interest in its schools, can often stimulate an active concern among the townspeople and students, which cannot be so easily aroused by the teacher who is always among them.

Another advantage of the branch school system is that each class is automatically put upon an "accredited" basis by the standing of the school as a whole. It is easy to maintain the grade of the work through careful supervision.

As to future development, it is possible that each of the institutions considered can learn an important lesson from the experiences of the other. More than likely, the Fullerton central plant can become a stronger institution if it will confine its work to the upper high school grades and the Junior Colleges. Four or five Intermediate schools located at suitable points in the district could be established.

This would keep the younger pupils nearer home and separate them from the older groups. The Intermediate schools could take the seventh and eighth grades of the grammar schools. As the population grows an adjustment of this nature will need to be made.

The Fullerton central plant idea cannot be fully adapted to the conditions in Siskiyou County. However, better provision can be made for students coming from a distance by the provision of dormitories. These should reduce the cost of living materially and provide for a number an opportunity to earn their way. A Junior College course can be added. The extensive school plant at Yreka can be made to serve double the number now being benefitted by it.

It is possible that some or all of the branch schools will become independent systems. It is certain that a larger teaching force, more commodious buildings and more extensive equipment must be supplied in each school next year. Whatever the future may bring, the plan is working now. Time will reveal the direction that progress must take.

School energy is dynamic, not static. One cannot safely predict definite developments. We have considered two school systems with striking contrasts. Neither can serve as an exact pattern for any other. Each is capable of suggesting possibilities of greater educational service.

Schools must not be too greatly hampered by hard and fast regulations. There must be facility in meeting local problems and conditions. Many questions can be answered intelligently only by those who know the situation at first hand. There they must remain with it and keep in touch with its changes and developments.

THE RURAL SCHOOL TEACHER

CLARA H. SHITH, Advisor
San Jose, Cal.

THE rural school teachers of the school of all grades are for the most part young graduates from the Normal Schools of the State. They desire sincerely to do good work but they have not learned to make the machinery of the schoolroom run smoothly. In fact it frequently does not run at all.

When the question is put to these young teachers, "What preparation have you needed in actual teaching that your training did not

provide?" The answer is invariably, "Oh, our school is so different, I have not the time to do as we did in the training school. I have too many classes, too many subjects—I can give only four or five minutes to each grade, I try and try and I can't make a program."

A day in a rural school of one teacher, seven or eight grades, usually goes in some such fashion as this: beginners' reading, a short drill in phonics, bearing no relation to the preceding lesson or a few sight words, or, the

reading of two or three sentences from the Primer—never a combination of the three processes. The rest of the time these little children copy writing or sit and do nothing. In the other reading classes, the children, "just read" in a more or less desultory fashion. Oral reading throughout the rural schools is very poor though fully one-fourth of the school time is given to the subject.

In arithmetic there is insufficient drill in combinations and no practical problems are given. The teacher helps a child here and there, but is never able to give everyone in the class assistance and direction. Language and composition means writing the answers to the exercises in the language text. It is safe to say that three-fourths of the child's school time is spent in writing. Since the principles learned in the free hand drill are not practiced, this makes the penmanship lesson of doubtful value. Conscientious teachers endeavor to correct the written work. Thus all their spare time which should be devoted to self improvement, or to constructive plans for their schools is spent in drudgery. In spelling the children write from dictation the words in the spelling book. These they learn. The spelling in connection with other lessons is far from satisfactory. In the geography classes, the teachers ask the questions that are found at the end of the chapters. This plan applies to hygiene and to any other subject where questions appear in the text book. The method may not be altogether objectionable, but certainly does not vitalize the subject. There is little or no supplemental reading in history, geography or English. The County library is available but its books are seldom used for class work. Nature study, music and industrial art are almost wholly neglected. Physical training has improved during the past year. The teachers have selected lessons from the State manual and are getting fairly good results. Of course there are exceptions to the above statements regarding the quality of instruction. Some teachers excel along certain lines. Many teachers are faithful, conscientious and painstaking.

When one analyzes instruction and finds it repeatedly as above described, the question arises, "Why is it?" Our conclusions are as follows:

"First: The training for the one-teacher rural school is inadequate. She has been trained to instruct a class. She has now to take charge of a school. She must keep several groups

of children interested in different lines of work at the same time. Meanwhile, she is giving instruction to another group. She is not equal to the occasion. She has no experienced person to consult, or to require that she struggle with the problem of organization until it is mastered. She gets the attitude of mind that it can't be done, grows discouraged, and ceases to try. One young teacher in appreciation of our efforts responded thus, 'Oh, Miss S——, you have given me a jolt and I deserve it. I tried last year and I couldn't work out a program so I just gave up.' A subsequent visit showed that all the young woman needed was someone to show her how.

"Training school supervisors — principals recognize they have a two-fold problem—First, they must train for initial rural school apprenticeship; second, for the later town or city work which rural teachers are continually entering. Because of its city type of organization, the training school emphasizes the second phase of training. Practice teaching in a rural training school under experienced supervision would be of inestimable value to the prospective teacher, and make for better rural school teaching. It is the hope of some normal schools to bring this about."

"Second: The rural school should have expert general supervision. The county superintendent, however competent or diligent, has not time to devote to supervision. A Normal school adviser can only suggest and possibly give a little inspiration toward renewed effort.

"The union of several districts with one central school under a principal is feasible in many communities. Some headway is being made in this direction and the results are commendable. But there will always be many mountainous districts where transportation is difficult. In these remote schools the young girl graduate begins her teaching career. She who needs help the most gets the least. The children whose sole experience with life is gained from the home, or the school necessarily suffer.

"Third: The rural teacher of the one-teacher school is expected to follow a course of study that is adapted to graded schools of several teachers. Such courses of study are usually compiled by grade teachers—many of whom never taught in a rural school or, if so, they have forgotten their experience there."

The analysis of one such course of study showed that a program based upon it would

call for fifty-six daily recitations. The classifying of children according to their mental ability and not according to the number of years they have been in school would obviate part of the difficulty. This requires mature judgment and again calls for supervision.

A course of study for a rural school could be planned so that eight grades would be reduced to five for purposes of instruction. This could be brought about by the combination of grades, and the alternation of subject matter by years. To illustrate—oral reading could be selected to meet the needs of third and fourth-year pupils, collectively, instead of different subject matter for each class. Oral reading matter could in the same way, be adapted to the fifth and the sixth grades, and to the seventh and eighth grades, respectively. This would eliminate three classes in reading and give opportunity for training in getting thought rather than merely "repeating words."

What is true of reading is equally true of geography. The different continents are so related to one another economically that it makes little difference whether Asia is studied before Europe, or South America before Australia, or, in general, one part of the world before another, the exception being local geography. One of the most instructive and enthusiastic lessons in geography in any rural school which we have visited included fifth, sixth, seventh and eighth grade children, all of whom were studying the British Isles. But the teacher was not following the course of study. The point being made is that children of two successive grades, could in alternate years, study different subject matter in geography and the number of geography classes reduced one-half. Books from the County library can supplement the text when it is too difficult and what is now a dead subject converted into a live one. In the same way all subjects of all grades can be alternated to some extent after the second year.

The burden of the teacher of the rural school could be further lightened by reducing the number of subjects taught in any one term.

It is of more value to the child to study intensely one subject for three months rather than have a smattering of three subjects for the year. When a child studies one-half page in history, one paragraph in geography, and a page and a half of a masterpiece in English in one hour (this often happens), it is safe to say he has not a very lucid account of any one topic. A rational course of study might call for geography the first term and history the second term; oral reading the first term and language the second term and so on with other subjects. It is not frequency of repetition that determines good school work but the way the subject is presented and the child's mental reaction.

It is objected that alternation of subjects would lead to confusion in promotion. This could be obviated by keeping a card index of units of work which the child completes satisfactorily. Such record would be of inestimable value to new teachers and to boards of education.

As we have implied, the rural school teacher (of the one-teacher school) cannot make a satisfactory program based on existing courses of study. What she calls program, she does not follow because she can't. Her day's work results in the older children being almost wholly neglected and "idleness breeds mischief." The relatively small graduating classes are evidence of the upper grades are not getting their needs satisfied and so drop out of school.

Let those who have at heart, the education of youth, face these problems of teacher training, supervision and making courses of study. Young teachers do not leave the profession merely for higher wages, but also because they are discouraged. They are not trained for their tasks. They are expected to do the impossible, and they have no one to whom they can take their problems for help, so they give up their aspirations of social service as a life work and enter some other field of human activity.

TEAM WORK

Our schools have rather over-emphasized individual accomplishment and have in my opinion failed to develop team-work ability. Anything which will aid the boy or girl to properly relate himself to an organization and develop his sense of responsibility to the community in which he lives, seems to me especially needed at this time of social unrest.—GEO. M. MORRIS.

ORAL COMPOSITION IN THE ELEMENTARY SCHOOLS

BENA K. HANSEN
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THE teaching of language presents a problem which no other subject contains.

The child when he first enters school has already been instructed in English by imitation for over four years. He has formed much the same habits of speech as those of his family and his playmates. In school the child must be "un-taught" many of the expressions he has somehow learned in the street or home school. This can only be done by the substitution of correct forms and by a training of the ear. For this reason oral language work must hold the leading place not only in the primary grades but in all eight grades. The aim is to teach the child correct habits of speech, and this can only be done by faithful drill and repetition in the forms he already has learned incorrectly. No child will learn much through constant criticism, correction, and rules, but only by incessant opportunity to hear and use correct English. It matters not if he knows how to speak correctly, that is, knows correct forms, if he has not acquired the habit of easily and invariably speaking correctly. If he is not taught this habit in the lower grades the battle is half lost. The object is to establish an auditory image of every correct form by drill and constant oral practice so that when the child hears himself or others speak incorrectly, he will detect the error from the inharmonious sound. His ear is his key for detecting and eventually for preventing errors.

Thoughts have a tendency to find immediate vocal expression. Without a mastery of the words needed, the thought must remain unexpressed and tantalizing. A little second grade lad one day was trying hard to find expression for an idea. As he was unable to do so, after shaking his head and making several false starts, another child spoke the right answer. "O," the child said with relief, "I knew that, but it wasn't in the top layer."

The gravest fault of primary language teaching in the past has been the formal method used. Children talk more freely in a natural and happy environment. In class the child may be taught to parrot correct expressions, but when he leaps from the school room steps into a race with his playmates for the playground, he speaks not his drilled, "I saw it

first," but shouts, "I seen it first." I do not advocate the playground as the place in which to teach the language lesson, but it is an excellent plan to make the schoolroom as much like the playground in spirit during the language lesson as possible. All language facts, if taught with the play-spirit dominant, will be grasped easily and retained longer.

The language games furnish the best material for language drill through play. Two excellent books on this are Myra King's *Language Games*, and Alhambra Deming's *Language Games for All Grades*. They are invaluable to the teacher. The ingenious teacher can make her own language games very easily, basing them on the incorrect expressions of her particular group of pupils. The language game is a means of presenting the correct expression in a natural context, and of giving opportunity to repeat it again and again till the ear is attuned to the correct sound. It is not a corrective method but, better still, a preventive method. By such a system the results reach beyond the school. Parents come to realize that the "little pitchers" in their families have big ears and as a result errors of speech in the home circle are noted, judged, and drastically condemned. This attitude in the child is valuable at least to careless speaking adults. Those teachers who first invented and introduced the idea of associating language drill so closely with play that the only feature evident to the uninitiated observer is of an active talking-and-running-about game are worthy of a bright medal for distinguished service. It is the anti-formal method and when used brings results that no other has ever achieved. When one considers that there are scarcely more than three dozen classes of errors of speech commonly made, the task of weeding these out does not seem hopeless. The method is the thing.

"As are a child's habits of oral expression, so will his habits of written expression tend to become." The chief work of the language teacher is the teaching of oral expression or composition. This is as true of the upper and high school grades as of primary grades. But oral composition is always more difficult to handle than written work and needs more systematic planning. A good type of primary lan-

guage work is the presentation of a picture lesson. The picture must be suitable to the child's understanding but it should be a masterpiece; it must be interesting; it must be presented so that the child gives his own interpretation and appreciation. This all affords excellent material for free expression with the mechanics of speech in the background, the teacher suggesting, by his careful questions, the right type of expression yet not the interpretation. Then another type of work, simple spontaneous dramatization of a poem, story, or fable, affords excellent opportunity for self-expression and originality. Here the play-spirit is predominant, and formality absent.

It is partly due to the absence perforce of much oral work in rural schools that country children are less spontaneous in speech than city children. Children learn by doing. If the average child is not given a chance to do, he learns but slowly and responds slowly. The most unresponsive child can, through interest in the language game, the dramatization, or the picture, be led to express himself freely and even enthusiastically.

When all is said and done, language is learned through imitation. Therefore no one can emphasize too strongly the necessity for a high standard of correctness in the language of the teacher. "If the blind lead the blind, both shall fall into the ditch." The teacher who does not speak an excellent English, is not worthy to be in the classroom constantly before the children as an example to imitate. She needs ideals of correct English, an unflagging zeal in watching the speech of the pupils every day and in every class, and the right methods to use to fortify and accomplish the aim. "Ability to speak one's own language is the keynote of culture" and, let us add, the "backbone of necessity" if you wish to be understood. None need fear that the child who has been taught to speak correctly and straight to the point will be unable to write in the same style without undue anxiety on the part of teachers concerning written composition. Good written composition follows as a natural consequence of good oral expression. It is the cart following the horse.

STANDING BY

CLARA HARTIN PARTRIDGE

IN ALMOST every periodical and almost daily, appear articles, editorials, letters and comments upon the fact that in the United States a shortage of teachers imperils the life of the nation. It is not only a shortage of competent teachers that is troubling us, but the fact that no teachers of any sort are available in many places, and schools are closed.

Two causes for the situation stand out pre-eminently—desertion from the ranks, by those formerly in the schools, and the failure of young men and women to enlist in the service. For these two causes one explanation is offered, and it is a tremendously mighty one. The poor financial rewards of teaching and the almost hopeless limitation of financial opportunity are without doubt at the bottom of the matter. But, so far as desertion is concerned, there is another cause which it is the purpose of this paper to discuss and if possible, remove.

To some of us who are deeply concerned about this country it seems that back of the desertions is a cause of greater moment than appears casually. A sense of discouragement has crept over the men and women who have for many years given gladly, though under-

paid, the best that was in them to give, and far too many of them have yielded to the depression and withdrawn, some to enter upon other activities, some to a non-productive existence upon an inconsequential retirement salary.

The discouragement has several forms. It comes to some as a realization that upon the schools depends the persistence of American ideals, and with the realization a sweeping sense of personal inadequacy. To others it comes as a confusion of thought regarding the purpose of the schools and the achievement therein.

The change of methods, the swing of the pendulum, the new discipline is, to others, the insurmountable obstacle from which they flee.

To another group the discouragement has come as a sudden realization that teaching is a profession, and that a profession means absorption. As a profession it no longer goes on as a five-hour activity, five days in the week, two hundred days in the year. As a profession, like Law and Medicine, it takes days, a large part of the nights, Sundays and vacation periods. This is the most difficult form to handle because with it is associated the very old tradition that teaching is a snap for a girl

until she is married and for a man while he is earning his degree or getting ready to pass his examination for the Bar.

A few, not many, but some are leaving because they have become discouraged by the fact that their fine, strong work has, apparently not been recognized, and preferment has gone to others seemingly no better qualified. So the little foxes of envy and jealousy have entered in and weakened, not only their spirit, but their actual performance. Then they desert voluntarily or are forced to do so.

These phases of discouragement are the subtle results of a subtle propaganda consciously and unconsciously disseminated, and the results are exactly what give aid and comfort to enemies of our institutions and ideals. Because this is so the call is to Stand By. No matter if the task presented does seem impossible, it is for us to do all that is possible, no matter if one does seem unequal to the task. It is to sing the snow-flake song, "I'll help you and you'll help me, and see what a great big drift we'll be."

It is not the time now to "lie down on the job" if one is well and sane, even though the three decades of service have slipped off the calendar.

It is no time to quit even if one is bewildered and frightened by Scientific Measurements, Intelligence Tests, Motivated Projects, Socialized Recitations, Minimum Essentials and Enriched Curricula. We must summon a little of Hiawatha's courage and strip them of their disguises as he stripped Pau-Puk-Keewis. We will find them old familiars under their strange trappings and be glad to go along in their company just as we have always done, for after all they are only our old Term Tests, Bright and Dull Groupings, Interest-provoking presentation, Class recitations—Passing requirements, wide and deep opportunities.

It will be recalled that when the masquerading Pau-Puk-Keewis was finally conquered by the undaunted Hiawatha, he was translated to the heavens where, as an eagle, he became the chief of Hiawatha's chickens. So the spirit that overcomes the suggestion of despair translates that suggestion into its place of power where transformed, it becomes the chief of the powers for service.

Now, as never before, those who have been helping little Americans on the way to full citizenship must pledge allegiance to the task and Stand By.

TEACHERS' INSTITUTE

J. B. MONLUX, District Superintendent
Los Angeles, Cal.

FOR a good many years teachers have been discussing very earnestly the value of the annual teachers' institute. Many suggestions have been made from time to time, but so far, no substitute has been suggested that seems in any way to answer this mooted question. There are many who would do away with the institute entirely, some even going so far as to say that it is a waste of time and energy. To these I will say that there is scarcely any field of action in which the workers do not get together and discuss problems of mutual interest and find these meetings and discussions to be of special advantage.

I noticed in a recent announcement that the retail druggists are to have a convention or an institute, so to speak; retail grocers have their meetings; lawyers, doctors, ministers, devote in almost every year a week or more to the discussion of their own particular problems. One can readily see that some good must come from these meetings otherwise they would not be held. There is no law on the statute books, or elsewhere, which provides that such meet-

ings of institutes should be held as is the case with the teachers.

Personally, I believe that much good could be accomplished if teachers would get together oftener and exchange their views on the various subjects coming up in connection with their work. Our work is changeable, the needs of broader views in education are constantly before us. The necessity of thinking much and often of the needs of our boys and girls should be constantly before the teacher. I believe also in the getting together, in the touching of elbows, even if no discussions are held other than the friendly conversation and comparison of notes on the part of teachers and other workers.

I am not ready at this time to state that institutes as generally conducted are the best that could be devised; it might be better to devote more time to the discussion of school problems and less time to listening to speakers, heralded to present special messages. I do not believe that much good is done by listening to those who are devoting their lives to the study

of particular phases of education. We who are in the thick of the battle, trying to teach a great variety of subjects, find it impossible for lack of time to think out these problems to the end, so we must depend more or less upon those who have the time to devote to scientific study of school problems.

The method of conducting institutes in Los Angeles has been improved from time to time until it seems to me we are getting at least fairly good results. It used to be customary to fill the day with lectures, three or four in the morning, three or four in the afternoon; thus at the end of the first day the teachers were surfeited with a conglomeration of unassimilable information. The present method of having but one or two of the finest speakers available for a session is far more desirable and leaves the teacher at the end of the institute with something to think about, rather than with a jumble of ideas.

It has been suggested that it would be a great improvement to have a lecture once a month or so by some noted educational leader; this would be possible if we lived near the great educational centers, but living on a coast so far removed from all of these, this seems quite impossible. When a man of note comes to the coast it is usually for the purpose of recuperation and rest rather than for lecture purposes. The teachers would reject instantly any suggestion that we return to the method of having Saturday meetings and I think they would be justified in this. It seems to me that teachers should be very vitally interested in their work and should be glad to receive help from those who have carried out successful experiments in education or who have made education a life-long study. They should not be asked, however, to listen to any one who has not a message to give. Too often people think they have messages,

but when these messages are presented before a thoroughly progressive body, such as the teaching force of Los Angeles, they fall short of meeting the requirement.

The institute, even as at present conducted, which is a great improvement over the methods followed in many states, should be of very great interest and value to teachers. As we conduct our institute in conjunction with the California Teachers' Association, Southern Section, and at the same time institutes are being held in the surrounding counties, we are able to secure the services of men and women of real note. By combining forces, we secure several lecturers worth possibly a thousand dollars each, and perhaps a fine concert thrown in, for the small sum of two dollars a year. The money secured from the teachers will pay but a small portion of this amount. If it were not for the assistance of the Los Angeles City Board of Education, of the County Superintendent of Schools, of the city organizations of Santa Monica, Long Beach, Pasadena, Riverside, San Diego, etc., and of these various counties around us, this would be impossible.

I do not see how any teacher can fail to enter into the work of the institute and the associations without a great deal of interest and enthusiasm. Surely each one can find in the intensive program presented (it is not intended that every teacher should undertake to absorb it all) something well worth his care.

I have one suggestion that might be worthy of special consideration; that is as to the time when the institute shall be held. If it is educational and inspirational, as it ought to be, it seems to me that the best time to hold it would be at the very beginning of the year. The difficulty herein lies, however, in the impossibility to secure helpers of note at this season of the year, as they are usually engaged in organizing their own work.

AMERICANIZING AMERICANS

H. B. WILSON, Superintendent of Schools
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AS a means of self preservation every nation aims to nationalize as fully as possible all of its people. To this end it gives special attention to the children, the oncoming citizens of the Nation. All social agencies are directed to this end, but it is particularly true that public education is responsible for the nationalization of the children. The effort of public education, therefore, in

America, should be to Americanize every child who enters the public schools.

Evidently to be an American does not mean merely that one shall live in America, nor just that he shall have been born in America, nor even that he shall be merely a faithful American voter. To be an American in the complete sense evidently means that one should be genuinely in tune with the spirit, ideals, purposes, and institutions of America.

It is difficult to grasp what it means to be an American. It is such a big objective to set up. It seems so general. It is, therefore, apt to be vague and illusive. One is able to appreciate what it means to be a good member of the church to which he belongs, or to be a working, constructive, aggressive member of his favorite lodge. One's relations to these institutions are so direct and concrete and intimate that one has no trouble in defining and maintaining for himself a high standard of Methodism or of Masonry. Difficult as it may be to sense it, however, being an American, with all that it implies, should become just as concrete and definite as being an ideal member of a small organization or institution.

It is not thinkable that one can become an American with all that it means except as he comes to appreciate the American nation adequately and concretely. He must become conscious of the rights, the opportunities, and the duties of an American citizen, and likewise, of the definite purposes and high objectives of the American nation. A mere catalog of the rights a citizen of the American nation enjoys is enough to awaken the keenest admiration and the fondest loyalty, provided the individual has a thorough appreciation of the large significance of each of these rights. American citizens enjoy freedom of speech, freedom of the press, the right of meeting in assemblies, the right of trial by a jury of one's peers, representation in all questions of taxation, the right of petition, the right to protest, the protection of the Writ of Habeas Corpus, and so on. Further, in America there is no caste. One is not born into a stratum of society in which he must live. He determines his level and his relations by his own capabilities and efforts. An American citizen is perfectly free to rise to the loftiest heights in business or government which his talents and devotions may enable him to attain. All of these priceless privileges must be concretely understood and definitely appreciated to the extent that is possible on the part of each American.

And what are the essential means which the school may employ to insure as adequate an appreciation as possible of America and of the priceless heritage of American citizenship? The first means is the equipment of every child with the knowledge of America and the rights, privileges and opportunities which citizenship therein confers. All of the rights noted above should be taught generically and thoroughly. Not only should Americanism be thus taught

directly, but we should seek to emphasize its great values by contrasting the rights and privileges of a citizen in our American democracy with the limitations and handicaps to which a citizen of Germany was subjected before the war under German autocracy. Likewise it will be advantageous to contrast the safety and security of citizenship in our well regulated, representative democracy with the conditions as they exist in such countries as Russia and Mexico where there are all types of freedom of a certain sort, but where there is lack of efficiency and security.

We must not stop, however, with the mere impartation of knowledge regarding our great Country and its secure government. We must teach the story of the entire struggle of the Anglo Saxon race, and especially of American citizens since the settlement of this Country until they attained the degree of security and freedom which we now enjoy. This story must be very concrete in order that the children in training may see over what a long period of years this struggle has continued, and at what great cost of time, energy, money and blood our present freedom and priceless rights were purchased.

Out of these efforts to supply definite knowledge and a background and atmosphere of emotion there should gradually establish itself in the minds and hearts and spirits of the developing youth a right body of standards and of prejudices which shall constitute the individual one possessing a right, safe and constructive attitude toward our great Country and the lofty objectives which it seeks.

This attitude should be one leading to the rendering of service. More and more the genuine American is going to be one who serves as our great Country served in the recent great World War. The genuine American's attitude is going to be one of giving rather than of getting. Instead of asking "what is there in it for me," he will rather ask "what service is needed, and what can I do?"

The efforts of American education must keep in mind the double relation in which each citizen of a democracy is destined to serve. Every citizen must be able to take his responsibilities both as leader and follower. Each citizen in a democracy is in most relations a follower, but in some particular relation each is apt to be a leader. In governmental affairs, President Wilson for example, is a great national and international leader, but in his recent illness he has been compelled to take the rela-

tion of an humble follower, allowing the expert services of Dr. Grayson to advise, lead and direct. It falls to but few to be national, and especially international leaders, but in a smaller way, and with lesser responsibilities each citizen is destined to lead and direct.

It must be realized, of course, that the qualities essential to efficient following are not the same as are requisite in the capable leader. The efficient follower must be able to listen intently, understand accurately and obey inexorably. The follower must be trained to confidence in expert leadership and to ability to take and obey the orders emanating from such leadership faithfully and unquestionably. The

qualities essential in a good leader, on the other hand, are the ability to grasp the important details of the situations which may present themselves, and to interpret these wisely in the interest of reaching a conclusion or decision which should be acted upon. The leader, therefore, must be a discriminating observer, a good reasoner, and a man of reliable judgment. He must be independent, original and capable of initiative. Any thorough going program which assumes to Americanize all of our people must set up methods of training and of disciplining which will effectually develop to the highest possible level both the qualities of following and of leading in each citizen of the Nation.

THE SPECIAL ISSUE OF RECONSTRUCTION

WILLIAM T. FOSTER, President Reed College
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THE war-devastated world is eager for industrial prosperity. But there can be no durable prosperity until the world has painfully and laboriously restored the economic surplus which has been exhausted by war. Increased production is imperative. It is impossible without industrial peace. The gravest problems of today, therefore, concern the relation of labor and capital. Those problems can never be solved, and industrial peace maintained, until all concerned—employees, employers, and the great third part, the people generally—understand a few fundamental principles of economics, politics, and psychology. The special issue of reconstruction, therefore, is education.

We must all understand, in the first place, that industrial peace—like peace among individuals and peace among nations—can be maintained only through respect for law. Any body of men—employers, employed, or unemployed—that seeks a better order through resort to force, outside the law, is as much an enemy of mankind as the infamous body of German war-lords—and for the same reason. This principle applies to everyone, everywhere—to Los Angeles and to Petrograd, to those who incite riot and those who quell riot, to employer's organizations and to labor unions, to Federal officers and to alien enemies. The Cabinet officer and the labor leader, the mayor and the bolshevist are alike deceived when they conclude that their motives, however noble their grievances, or however great, justify them in substituting violence for law.

The fundamental fault is ignorance; the special issue is education. Men must learn the meaning of law as an institution that distinguishes brute action from human action; men must learn the long history of the futility of brute force and the triumph of education in the struggle for industrial progress.

In the second place, there can be no lasting industrial peace until men know the main outlines of economic history. When all understand that we would still be living in dugouts and log cabins, traveling in mud, and depending on candles, unless somebody had saved money and found a safe social order in which to invest it, there will be no further condemnation of capital as such. There will be, on the contrary, an eagerness to induce all men to save and to invest—that is, to become capitalists. There is no other way to break down the line between labor and capital. We cannot get along without labor; we cannot get along without capital. We should all become laborers; we should all become capitalists.

The war has brought us nearer that goal. On the one hand, it has created several millions of new capitalists—holders of government bonds. They should be taught the significance of their new place in the economic order; they should understand that every time they clip a coupon, they are reaping the just rewards of their thrift; and that all rewards for thrift depend on industrial peace, protection of private property and respect for law.

The public schools, insofar as they induce people to spend money for their own homes,

for their own productive enterprises, for their own education, and for safe bonds, are giving stability to the social order—promoting industrial peace. But all those who induce people to spend their money for that which leaves them no better off in any way are increasing the number of those who have no economic stake in industry—who think they have nothing to lose by anarchy.

Unhappily, much of the increased wages of the nation are wasted, not invested. Nearly every business block bears witness to the present extravagance. Spenders crowd the counters to buy things to eat of little food value, garments of little clothing value, trinkets of no kind of value.

The schools in this country have not done enough in the past to teach people how to save, how to buy, how to invest, how to recognize thrift and the resultant capital as essentials of economic progress, and how to attain justice through legal procedure. It seems difficult sometimes to justify all the time we have spent in high schools on spelling, algebra, dead languages and ancient history in view of our comparative neglect of the principles of economics, politics and psychology, ignorance of which is the origin of anarchism and every other "ism" that threatens industrial peace.

Psychology we must include, because only ignorance of characteristic mental behavior—human nature—has allowed men to believe that industrial prosperity is possible without individual rewards, as constant incentives for individual effort and individual thrift. Only

ignorance of psychology has allowed men to expect any group activity to succeed without due recognition of superior ability. Democracy cannot abolish the hindermost by decree, nor make trained leaders overnight. It is one of the follies of democracy in Russia, as elsewhere, to attempt to annul biological law by annulling civil law.

It is equally true that only ignorance of psychology has allowed managers of industry to believe that they could long deny workers a knowledge of financial facts and just share in the profits of industry. Only ignorance of psychology has allowed anyone to believe that we can destroy bolshevism, or any other "ism" with a club. Jails and graveyards are poor substitutes for schools and colleges. Again, the special issue is ignorance. The only ultimate hope is education.

In the darkness of conflict, therefore, the public school is a shining hope. By tradition and by aspiration, it is the seeker of light—the non-partisan, the mediator. It is bound to no faction, to no creed, to no party. It owes no allegiance to labor, as such, or to capital, as such. Its very breath of life is in finding and making known the truth that sets men free. It must now teach those principles of the social sciences which pave the way to industrial peace and prosperity. Whatever we invest of labor and loyalty in our schools in Los Angeles, or in any other city, we invest to combat that ignorance upon which all disorder thrives.

INTERNATIONAL RELATIONS IN EDUCATION

AURELIA HENRY REINHARDT
President Mills College

AFTER a week in which there have been defined for the California Teachers' Association, Southern Section, unlimited responsibilities of the American teachers, I want to talk to them as students and to indicate some of the joys of progress in learning and the adventures into knowledge which should recreate for them power as well as pleasure in professional responsibility.

It must be granted that there have always been, whether recognized or not, international relations in education. The very alphabet itself was given by one people to another. The stories which entertain modern children have been told for ages in every land known to man. The most potent unifiers of ideals in the mod-

ern world have been the literary inheritances from the Hebraic, Greek and Roman peoples. We may speak of a national system of education, but there is no national content of education.

Among the many things which the war has done for the modern world, has been the giving back to ununited humanity a sense of the fundamental unity and simplicity of man's needs. Indeed, since the outbreak of the war the attention of the world has been turned to an analysis of the social, economic, and political institutions in the various nations. Cause must be found in human organization which could lead to the cataclysm of July, 1914. Government in all lands must be builded on surer

foundations, that no winds of chance nor floods of human discontent or evil could again threaten to overthrow.

The value of education was more or less unconsciously recognized from the beginning of our country's history. Each war, which invited us as a nation, and wars, too, in other lands, brought to the consciousness of some American citizens the importance of educational advantage, and modified to some extent our educational institutions. After the Revolutionary War, French influence found expression through Jefferson's organization of the schools of his native state, through his remodelling of William and Mary, and through his founding the University of Virginia. After the Civil War, came the organization of the Federal Bureau of Education, and the appointment of the first United States Commissioner of Education. There came about, too, in 1862, the Federal Land Grant, which made possible the founding of state colleges and universities.

The Franco-Prussian war and the German wars preceding it brought German educational methods strongly into prominence in America. There were introduced the Kindergarten, the school curriculum, altered and elaborated, and university organization modified.

The great war has made not only America but every nation conscious of the importance of education. We are determined nationally that the Federal Bureau of Education shall become a Department; that the Commissioner shall become a Cabinet officer; that local and state interest shall culminate in a federal organization of authoritative usefulness.

Education is for the first time in history recognized not only in its national but in its international force. It makes a man, it makes the group, the nation, and so makes of national and individual intercourse, a blessing or bane. By what educational routine did Germany instill into her people blind faith in the value of power and matter? By what means has England made her men patient, unboasting in bravery, asking no reward in victory? By what school system has France given courage, devotion, to those whose only reward for them could be death?

The experience of these latter years gives us profound respect for the national philosophy or national ideals which develop the type of citizen, unselfish, intelligent, that our allies have shown themselves to be in this war. We can no longer leave our knowledge of such national neighbors to accident; we cannot trust our judgment of the thought and pur-

pose to an occasional article in our daily press or mayhap a Cook's tour of some summer of our vacation time. Student or teacher, we should make it our principle to be intelligent regarding the educational processes and organizations of countries other than our own. We may find with surprise how eagerly our national neighbors have studied our American work and American methods. We may also be surprised during how short a period comparatively America has used the experience of older lands for her help and inspiration.

It was a happy thought of the Advisory Committee of the National State Council of Defense that they should have invited the officers of allied universities to visit them during the war, in order that international friendships might be strengthened through cordial relations in American educational institutions. Prophets of educational vision had prepared the way for the new relationship. In 1902 Cecil Rhodes prepared 400 American scholars in Oxford. The famous Boxer Indemnity for which John Hay arranged for the youth of China to study in American colleges has done more than any one thing to cement the friendship with the Orient. The coming of the English commission, representing the universities of Great Britain, the coming of the French delegation, representing the finest minds in French education, has already had an influence that is felt from the Atlantic to the Pacific.

Every issue multiplies the opportunity for the American teacher to work under the best possible conditions in England, France and Italy. Oxford has finally arranged to give the degree of Ph. D. under conditions almost identical with America, and American colleges for their part have in the last two years counted among their students 250 French girls and a half a hundred young Frenchmen as scholars in various institutions.

The educational arrangements which France and England made for the work of American soldiers in those countries is partly responsible for the overpowering ambition of returned soldiers for further formal education.

In short, it is education that gives us the only promise of understanding between countries. It is education that gives us a promise of that for which America fought—peace among men and democratic opportunities for individual right and justice. In a democracy students must remain at school and you and I, as teachers, must form an international league for international education.

GROUP INSTRUCTION

ARTHUR A. MACURDA
University of California, Southern Branch

IN the sociology classes in the Southern Branch of the University of California, and for a number of years past in the Los Angeles State Normal School both in sociology and school management, has been tried a plan of instruction so successful as to warrant an account of it.

After a discussion as to the possible forms of group activity, and an explanation of the purpose of the work, the members of the class record their first, second and third choices of work to be done. Instead of being in any case a book study the task for each group is one that involves an actual first hand contact with the social world. Students are sent out to meet real people and are enjoined to "bring something to pass."

The groups range in size from three or four to a dozen. Each group is organized by electing a chairman and secretary. Once a week a portion of the class time is given up to meetings of the groups in different parts of the room, or, occasionally in different rooms. The secretary keeps minutes of each meeting which are filed with the instructor. Whenever desired the instructor advises with the group. Plans are made from the beginning of the term for a report of the group activity to the entire class toward the close of the term. Sometimes this is done by a "reporter" or "editor" chosen by the group, sometimes by the participation of all the members. One interesting hour was devoted to a dramatization of scenes from the Juvenile Court. The judge became so interested that he offered to come in person to take his own part, but the girls felt that they would be too embarrassed by his presence and compromised by securing his attendance on the following day to supplement the acted report by an address.

Some of the things accomplished by group action have been distinctly worth while. One group of girls decided that there should be a public playground around the old Normal site at Fifth street and Grand avenue. They interviewed the president of the school, who told them that there were no funds available for the purchase of the necessary equipment. They made themselves familiar with the apparatus desired, visited all the playgrounds of the city, studied catalogues for prices, and finally secured a hearing before the trustees of the

school. Again they were told of the lack of money for the purpose. They appealed to the Playground Commission and were assured of their interest but again heard the plea of no funds. A happy thought led to their presenting the matter to the Parent-Teacher Association connected with the Training School and there they found sympathy and encouragement. Entertainments were given to raise a fund for the purchase of equipment. Donations were solicited, but the results were meager and not enough. Finally, since the Training School was then a part of the city school system, and as some of the city schools had established public playgrounds, the students appeared before the city Board of Education and made their plea. It was granted and the playground established.

The head of the department of physical culture was prevailed upon by the group to establish classes in training for playground work. This extension of the departments' activities unquestionably furthered its development into the present School of Physical Education.

Another group more recently secured the co-operation of the City Mothers, the Police Department, and the Civic Center and opened what has proved to be the most used Day Nursery in Los Angeles; this, too, on the site of the old Normal School.

One group indicated the location of all the social agencies of the city on a huge wall map, and prepared an elaborate index to accompany it. The schools, playgrounds, endorsed charities, homes for aged and orphans, churches, saloons, theatres and moving picture houses were all located by colored disks, leaving a most valuable reference work for succeeding classes.

Work among foreigners of various kinds has frequently been undertaken. A study of the negro population of the city was carried out in most excellent fashion. Girls taught Mexican women to sew and keep house, and Mexican children to keep clean and how to play. Boy Scouts and Girls Reserve patrols have been organized. Settlements have been helped by regular and systematic service. Music and art lessons have been given to deserving children otherwise unable to develop their budding talents.

During the war a collection of wartime recipes was made for a "Hoover Cook Book." One group took up the question of increasing "school spirit" with the result that an organization of the student body was made for the first time. A report on housing conditions made this term is illustrated by photographs made by a member of the group.

Each group is required to make a final report, usually typewritten, which is bound in paper cover and kept for the use of succeeding classes.

The nature of this work has developed initia-

tive on the part of the students, has given them experience in meeting people calculated to be of great assistance to them as they go out to take the positions in the world of work and people, and has furnished much valuable inspiration to the line of students who follow in their train.

With minor variations the plan is equally applicable to classes in many subjects, and to pupils of widely divergent ages. It is a welcome change from the usual school procedure of learning what the books say and gives meaning to the other work of the class.

SATIN IN THE HIGH SCHOOL

EDITH GAMBLE, Chairman
Hayward, Cal.
Statement of Purpose

Inasmuch as the majority of students are unable to carry on the study of Latin beyond the second year of the high school, it seems advisable to formulate a more comprehensive course for these years. The ends to be attained thereby are an understanding of the growth of language and the development of the English vocabulary, together with some idea of grammatical analysis, the preparation of students for the study of the Romance languages, and an appreciation of the literature and life of the classical world, in so far as it can be achieved in this time.

Recommendations

I. That the reading of simple Latin in connected narrative be introduced within eight weeks from the beginning of the course. The material for the first semester's reading may be gathered from such books as:

Primus Annus (Oxford Press), Spencer, *Scalae Primae* (Bell & Co.), Sonnenschein, *Ora Maritima* (Swan, Sonnenschein & Co.), supplemented by paragraphs prepared or selected by the teacher. In the second or third semesters the following books are available:

High Ninth Year: Ritchie, *Fabulae Faciles*, ed. Kirtland (Longman's); Collar, *Gradatim* (Ginn & Co.); Collar, *Via Latina* (Ginn & Co.); Nutting, *Latin Reader* (Ginn & Co.); Sonnenschein, *Pro Patria* (Swan, Sonnenschein & Co.); Reynolds, *Latin Reader* (Heath & Co.). In the Low and High Tenth Year the Ninth Year readers may be continued, together with the Tenth Year reader (such as D'Ooge and Eastland and Beeson and Scott, Greenough, D'Ooge and Daniell); with the introduction of

Caesar's Gallic and Civil Wars in the High Tenth Year.

II. That every effort be made to realize the direct values of the study of Latin from the very beginning of the course. This may be accomplished in the following ways: 1. By carefully organized work in word analysis, using material gathered from such sources as: Anderson, *Study of English Words* (Amer. Book Co.); Swinton, *Word Analysis* (Amer. Book Co.); Perkins, *Beginning Latin* (Sanborn & Co.); Freeman, *Applied Latin*; Jenks, *Latin Word Formation* (Heath & Co.)

Report of Committee appointed by the classical group of the Bay Section, C. T. A.

2. By the study of the development and growth of language. The teacher will find profit in the reading of such books as: Sturtevant, *Linguistic Change* (Univ. Chic. Press); Clodd, *Story of the Alphabet* (Appleton); Bennett, *Latin Language* (Allyn & Bacon); Lindsay, *Short Historical Latin Grammar* (Oxford Press); Hale and Buck, *Latin Grammar* (Atkinson, Mentzer & Grover); Bloomfield, *Study of Language* (Holt); Breal, *Semantics*; Brunot, *Grammaire Historique de la Langue Francaise* (Masson & Cie).

3. By the study of the history of the classical world, with especial emphasis upon the life and literature of the Romans. The following books at least should be made available to the student: Abbott, *Roman Political Institutions* (Ginn & Co.); Fowler, *Rome* (Holt); Fowler, *Social Life at Rome in the Age of Cicero* (Macmillan); Johnston, *Private Life of the Romans* (Scott, Foresman); Mau, *Pompeii, Its Life and Art*. Trans. Kelsey (Mac-

millan); Boissier, *Cicero and His Friends*. Trans. Jones (Putnam); Sandys, *Companion to Latin Studies* (Putnam), and historical novels and tales such as: Davis, *Friend of Caesar* (Macmillan); White, *Unwilling Vestal* (Dutton); Doyle, *Last Galley*.

Reports by the students may be supplemented by the preparation of models of Roman houses, engines of war, the drawing of plans and maps, etc. Talks upon palaeography and the manufacture of books may be made extremely valuable and interesting through the employment of such collections of manuscript facsimiles as Ihm, *Palaeographia Latina* (Teubner).

III. That the material now contained in the usual first-year book be reorganized and redistributed by omitting some portions altogether and reserving others for consideration in the second or third year. The committee submits the following outline:

1. Morphology—Low Ninth Year: First, Second, Third Declensions of Nouns and Adjectives; First, Second Conjugations and Sum (Possum); Indicative Active and Passive; Present Infinitive Active (in complementary inf. construction); Declensions of *is*, *ille*, *hic*, personal and possessive pronouns, to be learned largely through reading.

High Ninth Year: Fourth, Fifth Declensions of Nouns; Third, Fourth Conjugations; completion of First, Second Conjugations; Subjunctive, Active and Passive; Infinitives, Active and Passive; Present, Imperative Active; Irregular Adjectives, including Numerals; Regular Comparison of Adjectives and Adverbs; Relative and Interrogative Pronouns.

Low Tenth Year: Gerunds, Gerundives; Dependent Verbs; Participles; Ablative Absolute Construction.

2. Syntax—Low Ninth Year: Commoner case usages.

High Ninth Year: Volitive Subjunctive (in independent sentences and in purpose clauses); Result Clauses; Cum Clauses; Indirect Statements.

Low and High Tenth Years: Indirect Questions; Conditional Sentences. Some of the rarer and more difficult case constructions, as Dative of Possessor, Purpose, with Compound Verbs, with Special Verbs, of Agent.

IV. That throughout the course the work in composition include the translation of connected English passages, as well as drill on forms and recurring constructions through the rendering of simple sentences into Latin. Here

again the material may best be prepared by the teacher, with reference to such books as: Baker and Inglis, *Latin Composition* (Macmillan); Nutting, *Latin Reader* (Ginn & Co.).

V. That while the purposes of the first and second years' work should always be kept in mind, the advanced student should also be given as wide an acquaintance as possible with Latin literature. To this end it is suggested that some of the following reading material be substituted for a part of the usual work in Cicero and Vergil: Terence, Phormio, ed. Fairclough and Richardson (Sanborn); Gleason, *Term of Ovid* (Amer. Book Co.); Plautus, *Trinummus* or *Captivi*, and mimeographed selections from Catullus, Horace, Pliny, Plautus, Terence, etc.

VI. That teaching methods in Latin be revised in accordance with the following suggestions:

1. That syntactical study be not undertaken beyond the immediate need of the student. The treatment of syntactical ideas should be inductive wherever possible (cf. Kirtland and Rogers, *Introduction to Latin*—Macmillan—pp. v ff.) and in many instances may be simplified, as, for example, in the treatment of the cum-clause (cf. Nutting, *Caesar's Use of Past Tenses in Cum-Clauses*: Univ. Calif. Publ. Class. Phil. V, pp. 1-53). The thorough understanding of a construction—if possible, in the light of general principles of linguistic development—should be the aim, rather than the application of formal rules.

2. That the ability to apply acquired knowledge in the reading of Latin be made the primary object of endeavor. Form-drill and intensive reading must not be allowed to usurp the place which should be assigned to extensive reading. A clear understanding of the content of a passage and its relation to the foregoing narrative must not be lost through insistence upon over-minute grammatical analysis. From the beginning of the course every effort should be made to develop a systematic method of attack in the translation of Latin narrative (cf. Hale, *Art of Reading Latin*).

3. That the student's vocabulary be organized and developed through the reading of Latin (cf. Connenschein, *Ora Maritima*, preface). The tussy of lists of words detached from all context is in some measure inevitable; yet in so far as is practicable the acquisition of vocabulary should be made by consideration of the meaning of words in connected narrative.

4. That every effort be made to render class work more and more productive of gain to the student. The use of the project method and of the socialized recitation is by no means impossible in the Latin class. Carefully directed study, whether under the supervision of the teacher or at home, should form the basis for forward movement in the class room; the work of the class should not at any stage of the course be confined to a monotonous recital of prepared assignments. In this connection the teacher will find valuable suggestions in such books and magazines as: J. B. Game—Teach-

ing High School Latin (Univ. of Chicago Press.) F. E. Sabin—Relation of Latin to Practical Life (Univ. of Chicago Press.) Classical Journal (Univ. of Chicago Press). She may likewise be able to use in class such material as: Latin Sentence Games: Brita L. Horner, Box 68, Weehawken, N. J. Game of the Latin Verb: Latin Game Co., Appleton, Wisconsin. Games of the Latin Declensions: Effice Case, 6033 Kimbark Ave., Chicago. Latin Songs, ed. Brown (Putnam). Word Cards, arr. by Young (Amer. Book Co.)

AMERICANIZATION

The National Americanization Committee says it means: "The Interpretation of American ideals, traditions, standards, and institutions to foreign-born peoples.

"The acquirement of a common language for the entire nation.

"The universal desire of all peoples in America to unite in a common citizenship under one flag.

"The combating of anti-American propaganda activities and schemes and the stamping out of sedition and disloyalty wherever found.

"The elimination of causes of disorder, unrest, and disloyalty which makes fruitful soil for un-American propagandists and disloyal agitators.

The abolition of racial prejudices, barriers, and discriminations, and of colonies and immigrant sections, which keep people in America apart.

"The maintenance of an American standard of living, including the use of American foods, preparation of foods, and care of children.

"The discontinuance of discriminations in housing, care, protection, and treatment of aliens.

"The creation of an understanding of and love for America, and the desire of immigrants to remain in America, have a home here, and support American institutions and laws."

These ideals of Americanization should be clear to every teacher and should be worked out as far as possible in every school district. Americanization has as its object the making of a happy, loyal, self-supporting, cultured citizenship.

FINANCIAL STATEMENT of

THE CALIFORNIA TEACHERS' ASSOCIATION, SOUTHERN SECTION

From Dec. 4, 1917, to Dec. 4, 1919

Balance cash on hand.....\$1,509.43

RECEIPTS:

Memberships, 1917-1918..... 9,931.50

1918-1919..... 9,724.00

Contribution, Chaffey Union

H. S. 2.50

Co-operating Counties-Cities—

1917-1918..... 1,650.00

Refund (Delegates' R. R.

fare) 42.35

Total Receipts \$22,859.78

DISBURSEMENTS:

Executive Com.1917-1918 \$52.18

1918-1919 1.80

Secretaries' & Auditors' Salaries:

1917-1918 105.00

1918-1919 100.00

Gen. Expense—Postage & Tel.—

1917-1918 257.35

1918-1919 258.37

Delegates Council of Education—

1917-1918 421.87

1918-1919 450.00

Federal Council.....1917-1918 7,448.63

1918-1919 7,292.00

Paid Speakers.....1917-1918 2,163.78

Music1917-1918 225.00

Printing1917-1918 515.50

1918-1919 267.75

Rent1917-1918 312.50

1918-1919 40.00

Clerical Services..1917-1918 228.76

1918-1919 158.78

Total Disbursements..... \$20,299.27

Balance on Hand..... \$ 2,560.51

G. E. HADLEY, Treasurer.

A TEACHER'S PRAYER

I do not ask for brilliant mind,
 For clever skill the text to teach,
 I ask Thee, God, to make me kind,
 That I the heart of youth may reach.

This do I make my earnest plea:
 That I may, by Thy tender grace,
 Have patience, and the power to see
 Past shirking, bluff, and brazen face.

And dullard sloth, and action wild,
 And find within his longing heart
 Thy plan for him, Thy backward child,
 To slumbering seed give quick'ning
 start.

And may I teach his eyes to see
 That all is made by law and plan,
 His kinship to the blossoming tree,
 Oneness of atom, star, and man.

To find a strength and courage true
 In storm-scarred mountains, centuries
 old,

To hope and wait, to will and do,
 From noble aims his power unfold.

And may I teach him to be glad,
 To laugh because he finds life good;
 To take what comes of gay or sad,
 As stuff on which to try manhood.

ISABEL FRAZEE,
 Pasadena High School

EDUCATION AS ETHICAL

Notwithstanding the pronounced secular tendency, it is true, in theory at least, if not generally in practice, current education is pre-eminently ethical. It is unfortunate that, in the discussion of such themes, one must use terms with such loose meanings: Morality, religion, duty, ethics, responsibility, right, privilege, are in constant danger of misinterpretation because of the changing contents of the terms. By ethical is meant here that aspect of education which, in means and results, regards the learner as a personality, and not as a mere individual; as having a life that must be shared with others; inheriting and acquiring responsibilities commensurate with his privileges, and bound to his fellows by interests that can be fairly estimated in terms of right and wrong. Education, is not schooling, inevitably takes these relations into account.

R. G. BOONE.

THE NEW YEAR

Infant Cycle, born this midnight,
 In the dark and weeping Winter,
 While the world is in such chaos,
 As it knew not since Creation,
 Be a chaste and noble New Year,
 Be a twelve-month fine and fearless,
 Be a year to shame the ill years,
 That have lately plagued the era,
 Be a New Year with a soul!

Give us blessed breaths, O New Year,
 Of upper, purer, atmosphere,
 Holier than incense to riches,
 Higher than the dust of conflicts,
 Sweeter than the fumes of hatred,
 Brighter than the clouds of fear.
 Let the sun smile, let the moon smile,
 Sparkle, every star with joy;
 Let the oceans dance and glitter,
 Rolling sportive round the sphere;
 Let the winds race up the green hills,
 Fluttering poppies, irises;
 Let the larks and linnets carol,
 And, oh, let men see and hear!
 For, O New Year, we are bended,
 To the rack of human strife,
 Worn with labors, tears, contentions,
 Sickened of the waste and wrong.
 God go with you bonny cycle,
 Poised to run your seasons round,
 Make the pace for Consecration,
 Lest Destruction swifter be.
 Love is guiding, Hope is guarding,
 Faith leads on with torch and flag,
 Truth is girt to march beside you,
 God go with you all year round!

HONORIA R. P. TUOMEY,
 Bodega

The Chinese Mind. Americans often ask: "How do you find the Chinese students? How do they compare with American students?" My answer after fifteen years in China, is that the distinction between the oriental and the occidental lies in technique and in knowledge, not in intellectual caliber. While there are differences in point of view and in method of approach, there is no fundamental difference in intellectual character. The Chinese conception of life's values is so different from that of Western peoples, that they have failed to develop modern technique and scientific knowledge. Now that they have come to see the value of these, rapid and fundamental changes are taking place. When modern scientific knowledge is added to the skill which the Chinese already have in agriculture, commerce, government and military affairs, results will be achieved which will astonish the world. —Charles K. Edmunds.

IMPERSONATION OF A BENCH

(During a recent trip through South Dakota in a campaign for better rural schools, it was our privilege to study many exhibits of students' work,—projects in industrial education and domestic art, etc. In numerous schools the vitalized agriculture teaching had laid the foundation for excellent work in manual training. The following original composition by a girl in a country school was read by her, she having completed the construction of a bench that was on display. At our request, copy of the essay was furnished for publication.—Editor.)

FIRST that I remember was how I was a small tree in California. I lived there twenty long and happy years. Sometimes it was wet, sometimes dry and warm. The weather changed continually, yet I was always happy until one day some men came and chopped me down.

They took me to a saw mill and made lumber of me. Then I lay there for a long time till one day they loaded me on a train and shipped me away. I had gone through many cities and stopped at many of them and to tell you the truth they were not comfortable rides. At last I was shipped to the city of Blatte, a small town in South Dakota. There I lay for a long time until a fellow by the name of Bill Lynch came in for some boards and took me home with him. He took me out in a truck and I tell you it was the roughest ride I ever had. I stayed there over night and then in the morning that man's sister took me to a place that had only a few buildings and if I am not mistaken I think they called it a school house.

Soon after they brought me there they got some little sticks that would write and some other kind they called rulers and marked off forty-eight inches long and twelve inches wide. Then they took a saw, cut the forty-eight inches off, and Oh! what a big time they had. They cut some legs and sides, the legs being about seventeen inches long and ten inches wide. The sides were forty-six by forty-two inches. Then I was all sawed.

It did not matter much to me how they sawed me, but they wanted me sawed straight. They were so very careful to follow the line.

Then came the nailing together. If any one had a hard time they sure did, yet all the nails went in straight but one.

When I was nailed together they took some kind of paper and, if I am not mistaken, I think they called it sand paper. They gave me a good hard rubbing but they did not use

either water or soap, only paper. After they thought I was smooth enough they took finer paper and rubbed me again until I was slick as ice.

After a few days they brought a fluid they called oil and put this on me and let me dry on the porch. When I was dry they brought me back in the room.

They just think the world of me. They are even afraid they will get me dirty with chalk dust when chalk is whiter than myself.

I now stand in the back of the school room. They made me for a wash bench but think me too nice for that and may possibly use me for a recitation seat.

I am well and happy and enjoy being thought so much of by such dear children.

By ELLA DUBA,
Academy, South Dakota.

AN ANTHOLOGY ON EDUCATION

Health

In enumeration of the sources of inspiration, Emerson names health as the first one, comprising the magical benefits of air, landscape and bodily exercise on the mind. The Arabs say that "Allah does not count from life the days spent in the close," that is, those are thrown in. Plato thought "exercise would almost cure a guilty conscience." Sydney Smith said: "You will never break down in a speech on the day when you have walked twelve miles."—Emerson.

Mother Thoughts

I would rather plant a single acorn that will make an oak within a century, and a forest within a thousand years, than sow a thousand morning glories that give joy for a day and are gone tomorrow. For the same reason I would rather plant one living truth in the heart of a child that will multiply through the ages, than scatter a thousand, brilliant conceits before a vast audience that will flash like sparks for an instant and, like sparks, disappear forever.

—Edward Lee Pell.

Producing Ability

"I weigh my words when I say that if the nation could purchase a potential Watt, or Davy, or Faraday, at the cost of 100,000 pounds down, he would be dirt cheap at the money. It is a mere commonplace and everyday piece of knowledge that what these men did has produced untold millions of wealth, in the narrowest economical sense of the word."—Huxley.

THE EDUCATIONAL CONTEST OF AN ELEMENTARY COURSE OF STUDY

(During the meeting of the C. T. A. Southern Section we were particularly interested in the elementary course of study being worked out at Alhambra. For a number of years the Editor was closely associated with Superintendent Barber of Alhambra in instruction and administration and had great confidence in his ability in planning high school courses of study. The following outline submitted at our request shows that Mr. Barber is making a worthwhile contribution to the elementary course of study. The explanations following the outline are excerpts from the letter of transmittal and were not written with a view to publication.—Editor.)

1. The Mother Tongue.
 - a. Reading, oral and silent.
 - b. Composition, oral and written.
 - c. Mechanics of English: Phonics, spelling, punctuation, dictionary work, word analysis.
 - d. Penmanship (handwriting).
 - e. Technical English: Grammar.
2. Numbers and Number Relations.
 - a. Arithmetic: Computation, measuring, buying and selling.
 - b. Business methods.
3. The Physical Environment.
 - a. The World: Geography.
 - b. Nature: General science (Nature study).
4. The Traditions of the Race: History.
5. Social Relations.
 - a. Civics and Patriotism.
 - b. Ethics, Manners, Morals, Humane Education.
 - c. Conversation and Thrift.
6. The Body: Its Care and Development.
 - a. Physiology and Hygiene.
 - b. Calisthenics.
 - c. Games and athletics.
7. The Handy Arts.
 - a. Use of tools: Construction in wood, card, textiles, home tinkering.
 - b. Household Arts: Cookery, sewing, laundering, knitting, embroidering.
 - c. Agriculture: Gardening and backyard enterprises, chickens, rabbits, pigeons.
8. Drawing and Art.
9. Music.
10. The Industrial World: Vocations.
 - a. Hunting and fishing.
 - b. Agricultural industries.
 - c. Mining.

- d. Manufacturing.
- e. Commercial industries.
- f. Professions.

I am quite ready to admit, at once, that other classifications of these topics might easily and logically be made; for instance, physiology might be counted as a science, and agriculture also. Penmanship (handwriting) might not seem to belong to the study of English, but I have never found any use for it except to write English or some other language.

Under "Conservation and Thrift" I would include such topics as fire prevention, safety first, efficiency, savings, etc.

Of course I am ready to admit that another group might be made with the subject of religion, but this is outside the scope of the American Public School.

Group seven, "The Handy Arts" gives my particular point of view with reference to Manual Training, Household Arts, and Agriculture; they are subjects valuable in themselves and in the nature of fundamental industries. Our Manual Training man tells me that he can do a good deal of "home tinkering," such as rehanging doors, fixing locks, clocks, water taps, and a little pipe fitting without decreasing the amount of cabinet making that he has been doing. A long talk with a field agent of the Department of Agriculture confirms my belief that the home garden and other back-yard enterprises is the big thing in school agriculture.

Group ten, "The Industrial World," is perhaps one of the newer ideas. We hope to do a good deal with it as a sort of foundation for vocational guidance, later, in the High School. It is designed to give a survey of vocations so as to show (a) their place in economic life, (b) the preparation required, (c) the personal qualities necessary for success.

Some people may want to know how we are going to work in all these subjects; my answer is less technical grammar, cube root, Arctic ocean geography, and that part of civics which relates to the salaries of Public Officials.

At our grade meetings we undertake to lay out work in every one of these topics for the coming quarter. Of course the Special Teachers take care of their own special work. I am enclosing a memorandum relating to mining industries as given to the fifth grade teachers last month. Please feel at liberty to give the scheme any criticisms that it seems to deserve.

EDUCATIONAL LITERATURE

General Methods of Teaching in Elementary Schools. By Samuel Chester Parker Ginn & Co., pages 332.

The series of "Books on Teaching," by Professor Parker are all thoroughly usable texts. The volume here noted is no exception either in matter or method. As a book for the intending elementary teacher, or the young and relatively inexperienced teacher, the organization of subject matter and the simple but adequate treatment seem desirable. With a scientific basis, it is yet not burdened with technical argument or conclusions. Chapters on selecting subject matter and its organization for teaching purposes are particularly helpful. It has an unusual number of illustrations (more than 50) for a book on teaching method; but they are all so well chosen and so apt and significant from the point of view of the child that they enrich the discussion as was intended. The scope of the book includes all schooling below seventh grade and should invite use among elementary and especially rural and suburban teachers whose teaching is, of necessity, poorly supervised. It is one of the few books that can stand alone.

Teachers' Salaries and Salary Schedules. By E. S. Evenden. The National Education Association.

This is very generally recognized as the most complete and authoritative discussion and presentation of the matter of school salaries that has been published. In an Introduction are given "some facts showing that there is a National Emergency in Education," that describes an appalling situation. The report carries a fund of information, from 423 city superintendents; from 15,000 individual teachers; its official documents of State Superintendents; on teaching and the economic situation; and on salary schedules of selected cities. Among the cities whose superintendents furnished information were twenty from California, Oakland, Berkeley, San Diego, Fresno. San Jose, Pasadena, Stockton, Riverside, Long Beach, Santa Barbara, Eureka, Santa Ana, Vallejo, Hanford, Emeryville, Monrovia, Oroville, Tulare, Nevada City, and Red Bluff. Besides these there were 1723 replies from individual teachers in fifteen California cities. Of these nearly 75 per cent are credited to the five cities, Long Beach, Fresno, Berkeley, Riverside, and Oakland.

The Cult of The Half-Baked. By J. R. Wyer, Jr., Director New York State Library.

You shall have at the outset a convenient peg on which to hang such attention as these remarks may win. Here it is. They will frankly defend the Humanites, not alone as matter for formal study in school, the indispensable warp

and woof of a sound education, but as the very breath and essence of the richest life. They will as frankly deplore the sinister effects on Humane Education of the present overdose of unrestrained and immoderate Vocational Training. They will warn and protest against a too-prevalent glorification of the educational "short-cut;" a feverish craze to "get through" by any dubious device, concession or pedagogical contortion; an unwillingness to take time enough to be properly educated or even vocationally trained. The product of this "speed mania" is the half-educated man or woman, the half-trained artisan, the cult of the Half-Baked. —From the School Bulletin.

A Juvenile Library

A "Junior Corner" in the home library is described in Good Housekeeping by a mother who has arranged one for her children. It is furnished with a table and a tier of sectional bookcases. The children's books and magazines are there kept together. Each day as the parents read the paper they make clippings of articles which they think will appeal to the children and place them in a wire basket on the table. At the end of a month the children clear out the basket, throw away what they no longer want and file away in envelopes in the table drawer those they wish to keep. Current events are discussed by parents and children together.

This is undoubtedly a better way to provide news and literature for the children than to allow them to maul indiscriminately over the newspapers or the library shelves. This woman was lead into starting her children's library by finding that they "were doing a great deal of promiscuous and haphazard reading that did not fit into any of the pigeonholes of their minds, because as yet they did not have discrimination enough to classify their information."

But besides being an admirable way to handle the collection of children's books and magazines, and stimulate the interest in current history, this method has the added advantage of giving the children training in the orderly handling of things.

There are occasional people who are big enough to rise above disorder in their surroundings or their habits. But they are few. As a rule the successful person in any line learns at some stage of the upward path that order is a necessity of his life. A wholly orderly child would be a horrible little prig, of course. But the power to see the desirability of order and system is not incompatible with happy-go-lucky childhood. It plants one of those seeds which seem to distracted parents to have fallen on stony ground, but which so often sprout in later life into standards and ideals.—Exchange.

Standard of Living.

The report of the Bureau of Municipal Research, entitled *Workingmen's Standard of Living* in Philadelphia, has just been published by The Macmillan Company.

It was prepared by William C. Beyer, who had charge of the investigation, and his two assistants. The principle of the living wage is accepted and the standard for a family of five (at prices current in the autumn of 1918) is fixed at a minimum of \$1,636.79 a year, or \$5.45 a day for the working days of a year. The method of obtaining the facts is explained in detail and the probable degree of accuracy estimated. Tables have been compiled showing the cause of all prices of food, of fuel and light, of men's, women's and children's clothing, etc. Actual facts are given regarding 260 families and the data analyzed.

The forms of the questionnaires by which this information was elicited are printed in an appendix. This compact volume will prove of value to investigators of living conditions in other cities.

Home Economics

Teachers will welcome knowledge of Bulletin 1919 No. 46 by the Bureau of Education, on eludes a list of other bibliographies, bulletins, pages by Carrie Alberta Lyford, Specialist in home economics for the Federal Bureau. It includes a list of other bibliographies, bulletins, (state and organization), syllabuses and circulars, charts for reference and research, a list of 34 periodicals, references on the history and methods of home economics teaching, clothing and textiles, ten pages of references on the family and the home; foods and cooking, the house and household activities, and a valuable series of books and articles on the sciences related to home economics. Here is an authoritative guide to teaching to collateral studies, to the formation of libraries or to the making of one's own professional collection.

Efficient Training.

There are four kinds of efficiency for which the mothers must ask:—

1. Physical efficiency—no more eight-hour school days, including home study, for young people, but half a day of directed and free play out of doors.
2. Economic efficiency—the ability to do well some social task worth an honest living wage.
3. Domestic efficiency—based upon understanding of the problems and responsibilities of marriage and home making.
4. Civic efficiency or the ability to work with joy the best that the community. Having demanded all this, we shall have to ask, quite as firmly as we asked for training for efficiency, for training for appreciation, the ability to enjoy the best that the community has to offer—science, history, literature, music and art, not as these subjects have been taught, but as we are just learning to teach them in our evening lecture courses, easily, rapidly and delightfully.

Thus the girls will be prepared for work and play, for life in the home as mothers and for life outside the home as wage-earners and citizens.

An impossible dream this? I can prove that it is not, that it is, on the contrary, a practical working plan, that each of the separate items is being effectively carried out, but *nowhere*, so far as I know, have they been combined into a complete harmonious education for life and joy. That is for us to do, mothers and teachers working together.—Exchange.

Business Openings for College Women

"The women's employment problem is a rather more complex one than that of the men, for with the newness of her status, in so many branches of the business world, neither she nor the employer quite know where to look or what to prepare for. The employer needs to learn where he can find the woman to fill that position for which no man was available; he needs to learn that the university provides women with the training which will meet his needs. On the other hand, with no thought of lowering the educational standards of the university to meet purely business needs, the college woman and the university which is preparing her for life must become familiar with what positions are to be open to her within her own State and exactly what the world in which she is to make her living will demand of her.

"There are good positions open to the trained woman in California in insurance and banking, in advertising and in certain forms of commercial art, in technical journalism, in welfare work, in social work. Clerical, bookkeeping and stenographic positions are always with us.

"In fact, it is interesting to glance down through the list of occupations open to trained women recently published by a New York bureau filling positions for college women. There is not one of the lines of work in which there is not opportunity to be found within our own State. It certainly seems as though the means of connection should be provided between the college woman and her possibilities.

—Clothilde Grunsky in *Alumni Fortnights*.

The Problem in Geography

"Every section furnishes points of attack full of human interest. Problems arise for answer, they do not have to be batched in a far-fetched way. Any details of life of a given section, any industrial, social or political relationships become objects of study and interest. Here is the real source of problems in geography. The problem has always been used by the best teachers. It is now coming to its own as a method for general use. The problem method, when the problems are real and personal to the pupils, is the natural method of procedure, for it provokes real study and thinking, training in the source materials, of maps, text and reference volumes."—R. E. Dodge.

School-Trained Printers. Apropos of our recent studies in school printing, the following extract is significant: The Herald notes that a new branch of study is to be introduced at State College, a complete printing plant having been purchased by the State board of regents and competent instructors will give students who

so desire, practical lessons in the printing business. It is certainly time that something is done toward training printers, through some other method than that of apprenticeship, which is not increasing the ranks of capable printers. The printing art has been rightly termed the "art preservative of all arts," but there seems to be a woeful lack of interest in this trade by the young men of today. Throughout the entire country there is a constantly increasing demand for practical printers, with a proportionately decreasing supply of capable men. If the course introduced at State college trains even a small number of young men to be skilled printers, the situation will be somewhat relieved, though it will require at least two years' training before a student can take a situation as a finished printer. The Herald hopes that schools for printers may be established in every State. The profession is being placed on a paying basis, and there is an attraction about the business which grips a real printer when the smell of printing ink gets into the system. Trained printers are needed and the school of printing is the only solution.—E. B. Gale, Alexandria Herald, S. D.

Citizenship in School and Out. By Arthur William Dunn and Hannah Margaret Harris. D. C. Heath and Company, pages 144.

In the December issue of the "News," an editorial called attention to the "Civic Relations of Children," as being a form of training that must come early if it is ever to be effective. Citizenship in school and out, that is described as meant for "the first six years of school life," is in accord with the sentiment there expressed. Mr. Dunn, who is already known to teachers for his texts on civics, writes the introduction of a dozen pages analyzing the concept of the book into (1) Civic Intelligence; (2) Civic Motives and Ideals, and (3) Civic Traits and Habits. Miss Harris as Supervisor in the Hygienic Normal School, Mass., is evidently mainly responsible for the text, and worthily so. Without being dogmatic, there are suggestive and carefully elaborated outlines for civic training for each of the first six grades; including the citizenship reactions in the home, in recreation, and work in social intercourse, and in organized community life. Many of the illustrations and recorded experiences are unique. As a text it is well organized and usable.

The Board of Trustees at Reedley, Calif., recently passed the following resolution relative to the Teachers' Unions:

"Whereas there seems to be forces working in this county to influence teachers in the public schools to join Teachers' Unions affiliated with the Federation of Labor, and whereas teachers already have united themselves in associations that are promoting measures and ideals, and legal enactments which are placing our state in the first rank as regards progressive school legislation, qualification, salaries, and tenure of teachers, and whereas we believe this movement to organize unions is not

thoroughly understood by many of the teachers who are joining, and further believing that the organization of such unions in a district will not be for the best interests of the schools, Resolved, that we, the trustees of the Reedley grammar school, will not employ any teacher in our school who is a member of such union. Board of Trustees—Frank Frane, Dr. G. W. Wing, P. N. Warner."

In connection with the Historical Association's report of a proposed elementary course in history, published in the January issue of the News, teachers will be interested to have the distribution of the work made for the Duluth schools, reference to which is made elsewhere in these pages.

Grade I. Home, community and primitive life.

Grade II. Home, community and primitive life.

Grade III. Community, holidays and heroes of other lands.

Grade IV. Duluth and our holidays. Early American history.

Grade V. Later American history. Oriental and Greek life.

Grade VI. Roman and European Middle Ages. Exploration.

Grade VII. Colonization and revolution. History 1789-1865.

Grade VIII. American history 1865. Community civics.

Grade IX. European history to 1648.

By the Wisconsin State Board of Education there is issued an official bulletin, "The Wisconsin Educational Horizon," under the editorship of E. A. Fitzpatrick, the executive secretary. In the last number is published a list of 69 suggestions submitted by the school people of the State for the improvement of the schools. These and any additional statements are to be made the basis for discussion in teachers' meetings, associations and special conferences, revised and presented to the next legislature as a guide to legislation.

Outline on Home Gardens. "Outline Studies on the School, Garden, Home Garden and Vegetable Growing Projects," with an outline of course of instruction in agricultural nature study for the rural schools of California, and a rural life survey outline, forming three parts of syllabi on agricultural education, were today published by O. J. Kern, Assistant Professor of Agricultural Education in the University of California. Profuse illustrations show the right and wrong way of gardening.

"One very important phase of educational reconstruction work in our state is to bring more boys and girls into direct contact with soil and plant life," writes Professor Kern. His syllabi are offered, he declares, in the hope that they may aid in this important reconstruction work.

Professor Kern is available for stereopticon lectures on rural and agricultural education.

Certain courses in engineering are now offered by the University of California Extension Division; also free-hand and instrumental drawing. Information may be had by addressing Room 301 California Hall, Berkeley.

Imperial County schools are growing. Brawley is just completing a \$95,000 addition to its school buildings. North End School District, five miles west of Calipatria, has recently let the contract for a new \$30,000 rural school building to consist of four class-rooms, a manual training room, a home economics room, a library room, a teachers' rest room and an office. This building will be equipped with a Delco Electric plant for lighting and for fans, sanitary indoor toilets, drinking fountains, desk chairs, heated by a hot water system, and two of the class-rooms will be separated by accordion doors in order that a good auditorium may be had. One of the class-rooms will have a fine stage of good size. This is to become a social center. Eucalyptus District, adjoining El Centro, will erect a \$20,000 building soon, having all the features of the North End School, though smaller.

Imperial is now building a \$90,000 building that is modern in every way. The particular unique feature is that each class-room is to have only a small teachers' blackboard. The purpose is to make each room as little like a class-room as may be and as much like a living room as possible. El Centro has voted \$150,000 for additions to its schools and Central Union High School at El Centro has voted a like sum. Calipatria, born less than six years ago, is adding \$40,000 to its present \$40,000 school plant. Its school now enrolls 312. Holtville will vote \$90,000 on January 9th for another school building. Calexico is just completing a large new building.

Imperial County has 37 school districts outside the town and village. Of these 25 have a teachers' cottage furnished. There are in all, 53 school districts in the County. Only 11 of these are one-teacher schools. There are six Union High Schools.

In the *Manual Training Magazine* for December, E. G. Anderson has an interesting description of the work done in the Tacoma schools covering the three upper elementary grades and the four years of the high school; and E. E. Ericson has a similar statement concerning the growth of the manual arts interest in Oklahoma City. Both systems show equipments so complete and choice that a good many California schools might find suggestion here for the improvement of their plans.

Making Study Courses

"In the selection and arrangement of studies the points to be considered may be summarized as follows:

1. Choose such materials of knowledge and construction as lie close to child experience in general, and also to the consciousness of the people of the country in which the particular child lives.
2. Take into consideration, as regards the content and form of subject matter, any peculiarities of the child's intellectual development.
3. Arrange the matter of studies in such manner that every topic shall create for the following ones numerous aids to assimilation.

Special Training Classes for the teachers of San Francisco, Oakland, and other bay cities, in the methods of curing defective speech are to be opened in January by Mrs. Mabel Farrington Gifford, under the auspices of the Extension Division of the University of California. Beginning Saturday morning, January 17, at the Affiliated Colleges, Mrs. Gifford will form a class to train teachers in methods of correcting speech defects among pupils. This same subject will be taught in a class to begin at the Museum Building, Oakland, on January 26th. On Monday afternoons, beginning January 12, Mrs. Gifford will conduct a class for teachers, training them to correct foreign accents in pupils. This class will meet at the Hotel Oakland. Mrs. Gifford will also conduct in San Francisco, a class for adult stammerers, at the Emanu-El School, 1337 Sutter street, to begin January 7, and beginning February 11, at the same place, she will have a class in the teaching of English pronunciation to foreigners.

Brightness and Dullness in Children. By Herbert Woodrow. The J. B. Lippincott Company, pages 322.

It is unfortunate that terms whose content well understood might be of so much service to the class teacher are often vaguely held; mental tests, measurement of intelligence, psychological age, mental age, physiological age, anatomical age, pedagogical age, maturity, moron, normal, super normal, abnormal, subnormal, exceptional—are all poorly understood by most teachers as yet. The volume here noted would seem to be adapted to make clear certain of these terms in language sufficiently untechnical to be useful to any intelligent teacher. The treatment throughout very obviously has the teacher and the teaching process in mind. "She may know that innate brightness and dullness may be recognized at an early age, and that they demand recognition as fundamental factors in the determination of both the general school organization and of educational methods." This book should help her to such knowledge.

The literature of "problem" and "project" methods multiplies; M. E. Braom, "The Project Method in Education" (R. G. Badger, Boston), Samuel M. Levin, "The Use of the Problem Method in History Teaching," (Educ. Oct.); and H. G. Lull, "What are Problems and Projects?" (Chicago School Journal, Sept.) The field is a fertile one, and teachers grow by their cultivation of it.

At the University of California Dr. John C. Merriam, Professor of Palaeontology and Historical Geology, has been appointed Dean of the Faculties. Dean Merriam takes the place of Professor Charles Mills Gayley, who served during the war and now has resigned. Dr. A. O. Leuschner, Professor of Astronomy and Director of the Students Observatory has been made Dean of the Graduate Division in succession to Dean William Cary Jones. Prof. Leuschner was Dean of the Graduate Division before the war.

School History of the United States. By Albert Bushnell Hart, pages 505, xxxiv.

History of the United States. By Charles H. McCarthy, pages 478-LX.

Both texts are by the American Book Company; and both are recent. The former is by the well-known Prof HaHrt of Harvard and author of numerous historical books, monographs, critical articles, etc.; the latter by the Knights of Columbus Professor of American History in the Catholic University of America.

Of Hart's book little more need be said to commend it to teachers than that it is admirably constructed for a text. Barely a hundred pages are given to Colonial times; half as much to the Revolution and 150 pages to the happenings since the Civil War. Very sensibly the details of the great World War are not included, and the story ends with the entrance of the United States into the fray.

Of the other volume much might be said because of the proposed and, in ways, unusual selection of material and its frankly expressed purpose to "prepare an elementary book for Catholic schools." Emphasis is placed upon the part Catholics had in the discovery and exploration of parts of this continent; their opening of the Pacific to the world; their early teaching of the Indians; the Huguenot settlements; their share in winning our west, and the beginnings and growth of the Catholic Church in America. It is well written and arranged, beautifully illustrated, and the matter supported by careful table and indexed and supplements. It should be said, further, that while written definitely from the Catholic point, there has not been found a line to qualify in the least the truest Americanism.

Modern Manufacturing. Morris Llewellyn Cooke, Editor. The Annals of the American Academy of Political and Social Science, pages 324. \$1.00.

It is a healthy sign when, under a common impulse, men of diverse interests and equally diverse views, can calmly and critically discuss the problems they must face, whether in industry or philosophies, in manufacture or ranching, in trade or education, and live in mutual respect. This book, which is not a book at all in the accustomed sense, but one of six annual issues of the Academy, each dealing with some one prominent current social or political problem. In an attempt to discover what are the "really significant factors in industry," a number of people—labor leaders, industrial engineers, manufacturers, economists and others, were invited to contribute their statement to the September 1919. Annals, Twenty-eight have articles in this number on one or another aspect of industry—its aims, the plant, the personnel, production finance, research, etc. Each chapter seems the work of a master, and no important aspect of the manufacturing industry is overlooked. The chapter on Community Relationships is particularly good. Eight essential factors are named—home, recreation, education, city utilities, religion, civic spirit and state government. Of a total rating of 1000, to recreation and education

are given 350. The paper on the selection, discipline, training and placing of workers, is an admirable presentation such as every vocational counsellor as well as industrial manager might use with profit. The spirit is humane, the ideal is democratic and the pedagogy of it all lies on the surface. "The difference between twenty dollars and forty dollars a week to many a man was found in three sessions a week at night school for a year or two." The whole chapter is stimulating. Elsewhere in an exhibit of the work of the Amalgamated Clothing Workers of America, the following extract is taken from an official report of that organization:

An organization of labor, to be true to its mission, to be able to elevate the workingmen, mentally, materially, morally, and in every other sense, while gathering strength for the ultimate emancipation of the working class from the wage system, must be predicated on education. The organization is said to publish six weekly and biweekly newspapers in the English, Yiddish, Italian, Polish, Bohemian and Lithuanian languages. Throughout the series there is almost complete unanimity of confidence in the organization of labor, cooperative effort in production, the sharing of responsibilities and the regenerative influence of persistent and motivated training. Legislators, employers, labor leaders, vocational trainers, educators, social workers, economists, the newspaper, the magazine, will find this treatment of one phase of the labor problem an invaluable reference.

Status of Geography in the Normal Schools of the Far West. By Clyde E. Cooker. Journal of Geography. November.

An admirable summary of the work in eighteen Western schools, four of which, Los Angeles, San Diego, San Francisco, and San Jose, are in California. Santa Barbara, Fresno and Arcata are not mentioned.

Geography in Recent School Surveys. By Robert M. Brown. Educational Review. October 1919

Along with generally unfavorable comment on geography teaching, it is said of the St. Louis schools that it is "more generally well taught than any other subject in the grammar grades."

What Shall Be Our Attitude Toward the American Federation of Teachers? By F. W. Englehardt. The Ohio Teacher.

A rather favorable view is taken of the movement.

The Cult of the Half-Baked. By J. R. Wyer, Jr. The School Bulletin. November.

This is a peppery but withal toothsome characterization of the inadequacies of the "unrestrained and immoderate vocational training."

Pan Americanism in Brazil Prior to the Declaration by Monroe. By Heitor Lyra. Inter-America, December.

It is an admirable summary of the rise and development of the Monroe Doctrine, which every teacher of American History should find eminently worth while.

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Hail Columbia (President's March)	
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<i>Sung by the audience</i>	
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During the National Week of Song, link the "Community Sings" in school and home with the many splendid songs of patriotism listed in the Victor Record Catalog.



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ASHLAND SCHOOL
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My Old Kentucky Home (Band)	} 18145
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Recitation: "Lincoln the Great Commoner"	18200
I Want to be Ready	} 18446
Get on Board (Negro Spirituals)	
Arkansas Traveller (Folk Dance)	18331
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Battle Cry of Freedom (Revised Version)	} 17582
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NOTES AND COMMENT

December 4, Sacramento celebrated the beginning of her public school system 65 years before. The "Union" reprinted the following announcement of that earlier date:

"The first city schools ever organized in Sacramento opened yesterday under very favorable auspices. We trust they will prove the nucleus of as perfect a system of public schools as can be found in the Union.

"The opening, simple and unpretentious as it was, we trust was the beginning of a system of popular education which is destined to steadily increase in extent and usefulness, and that, too, without reaching the end while Sacramento remains a city. Years hence, when those present at its inauguration—as trustees, visitors, teachers or pupils—shall have paid that debt which death alone can discharge, the event of yesterday will be designated by the then actors on the public stage as one of the most interesting and important connected with the history of the city."—Sacramento Union, December 5, 1854.

Annual Tuskegee Negro Conference—The Annual Tuskegee Negro Conference was held at Tuskegee Institute, January 21st and 22nd. The first day, which was devoted almost exclusively to the farmers, had for the general topic of discussion, "Meeting the Needs of the New Economic Conditions." This informal gathering gave opportunity to the men and women of the rural South to talk over and thrash out the problems which they have to face in their every-day lives. On the following day, Thursday, which was called the Workers' Conference, the general topic was "Importance of Education in Meeting the Needs of the New Economic Conditions." The discussions were entered into by ministers, educators, social workers and community workers of both races, who come together to work out plans and discuss matters for the advancement of the colored people and to endeavor to bring about more sympathetic understanding between the races.

At a meeting of the Regents of the University of California, when formulating a policy, there was recognized a responsibility of the University for leadership in "the crystallization of public thought in defense of American institutions" (under which there has since been established the "Citizenship Institute," elsewhere noted), and the need has been called to the attention of the several departments; particular emphasis being placed upon sound instruction in economics, political science and law for the establishment of adequate provisions for a School of Education, and for increase of salaries. The extension of the college of education is noted elsewhere.

From a table published in *School Life* of the number of pupils per teacher in 50 cities in various parts of the U. S. there is the wide variation shown of 20 pupils per teacher in average daily attendance in Los Angeles, and 21 in Grand Rapids and Buffalo, to 40 in Chicago. Very naturally the average of enrollment is larger; ranging from 26 in Rochester to 47 in Chicago and 49 in Nashville. For California, three cities are included, Los Angeles, Oakland and San Francisco and they take this order for both enrollment and attendance.

Library Leaflet No. 4 of the Bureau of Education, 1919, lists 120 references on the Economic Value of Education; general education, high school education, education and farming, trade and technical education, higher education; its value to the individual, its value to the community. Teachers, and especially vocational counselors should be familiar with this and kindred literature.

It is announced that 1200 rural schools in Texas are closed for lack of teachers. Both men and women by hundreds have gone into other and more lucrative employments.

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Group Tests in School—A special committee of the National Research Council, consisting of Dr. R. M. Yerkes, chairman, and Dr. M. E. Haggerty of the University of Minnesota, Dr. L. M. Terman of Stanford University, Dr. E. L. Thorndike of Teachers College, Columbia University, and Dr. G. M. Whipple of the University of Michigan, with financial support from the General Education Board, have formulated a plan for using the army mental tests in schools. Some intelligence tests have been used in schools for some time on individual children, but the new plan provides for handling them in groups, even whole class-rooms at a time. The committee selected about twenty tests for careful trial. This trial was made on five thousand children. As a result the committee has now been able to select from the tests two series which seem to be the most satisfactory and these will now be tried on several thousand more children in order that they may be further perfected before they are finally offered to the teachers of the country for general use.

This carefully worked out program for group tests will make it possible and practicable to have wholesale surveys of schools annually, or even semi-annually, so that grade classification and individual educational treatment can be adjusted with desirable frequency. It is expected that the methods will be ready to be published for general use early in 1920. The army tests on which these new group tests for children are based and which were used with striking success and advantage during the war, were originally devised by a group of psychologists working under the auspices of the National Research Council.

There has been received the "Manual and Course of Study, Elementary Schools, Siskiyou County, California," that presents in a very complete way in more than 100 large pages, beside the Course of Study, the salute to the flag, the flag code adapted to school purposes, the flag ritual, an exhibit of the County Free Library service (in which every school now shares), lists of pupils by grades, and an announcement of the work to be required in industrial art after July, 1920.

"We are in full sympathy with the teachers in their desire for that better pay which they so eminently deserve, but we hold that no servant of the public should affiliate himself with the federation, because its interests and those of the public sometimes clash, as, for example, they did in the recent Boston police case.

Under these circumstances, we are glad to have a copy of the certificate of affiliation which the federation of labor grants to teachers' unions, for we think that under its terms the possibility of danger to the public is made quite clear. The federation grants its certificate of affiliation with the proviso which we quote:

"Provided, That said union do conform to the constitution, laws, rules and regulations of the American Federation of Labor."

Now, somewhere in the constitution, laws, rules and regulations of the federation is found the power to declare strikes at such times and

Luther Burbank

Commends

Gruenberg's "Elementary Biology"

as follows:

"I have sent to me between three and four hundred books annually for review, on every imaginable subject, and, as I have a most exacting business and many interruptions relating to social and public matters, it is very difficult for me to even glance through most of the books which come; but every page of 'Elementary Biology' has been read to me as I was resting evenings, the last chapter being read last evening.

"'Elementary Biology' is a veritable banquet of biological facts arranged with unapproachable skill, so naturally that it may be grasped, digested and assimilated by everybody. It is, in my opinion, the most satisfactory text book of the century; an educational library condensed into one volume. Every living man, woman and child in the world would be benefited by its perusal and study, giving the young, especially, as it does, a new, safe and sane chart to guide the ship of life."

Sincerely yours,

(Signed) LUTHER BURBANK

A copy of this remarkable book will gladly be sent to any California Teacher of Biology or High School Principal for examination, upon receipt of request.

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Ahead of Their Generation

Three Points to Remember:

Angelo Patri preached Americanization in his "A SCHOOLMASTER OF THE GREAT CITY," years before some slogan-maker came along and *CALLED* it *AMERICANIZATION*.

William Hawley Smith, in "ALL THE CHILDREN OF ALL THE PEOPLE," preached motivation and minimal essentials and vocational education long before these terms were invented.

Tarr & McMurry, in their *NEW GEOGRAPHIES*, taught geography to millions of children by problems and projects before it occurred to anyone to give these methods a name.

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Say you saw it in the Sierra Educational News

under such circumstances as it sees fit, and under the terms of that certificate the teachers are bound to join a strike whenever the federation may so order; either that, or get out of the federation, and if they are to do that, what was the object in joining.

With profound respect for teachers, holding that no vocation in life is so useful to humanity as theirs, we claim, in very regard for them, that they should not put themselves under the thumb of an organization which, no matter how admirable its purposes, may sometimes take such a step as no public servant has a right to take with it.—Sacramento Union, December 6.

Thousands Census Jobs Open to Teachers—The 1920 census opens up 5000 clerical positions which must be filled at once. Teachers are especially fitted not only to stand well on the examinations, but to receive quick advancement after appointment. Those interested can get a free list of positions obtainable and free sample questions by dropping a postal at once to Franklin Institute, Dept. O-226, Rochester, N. Y. Immediate action is necessary as spring examinations will be held everywhere.

The Ohio League of Teachers' organizations was organized at Columbus on November 28 and 29. The new league was formed in response to a call issued by the Men High School Teachers' Association of Cincinnati. About 150 persons representing many teachers' associations from all parts of Ohio and carrying proxies for over 9,000 teachers attended. The proposed constitution provides for representation of local organizations through delegates in the ratio of one delegate to every 50 members. The dues are to be 25c a year for each member. The league will not affiliate with capital or labor, but constituent organizations are autonomous. —School and Society.

The Course of Study for the Schools of Duluth, elsewhere noted, is the product of the combined effort, through two years of the teachers, principals, and supervisors of the public schools and the State Normal School of Duluth. The plan as a whole was under the execution of a committee consisting of a principal, a supervisor and a superintendent of the training department of a normal school. Each subject was in charge of a special committee composed of teachers, (mainly) principals and supervisors. Upon the course in English, a group of business men was consulted. The course is based upon the 6-3-3 plan of organization, following the kindergarten; the junior high school evidently being considered as having its own objectives.

There has recently been established at the University of Illinois the "Journal of Educational Research" adopted as the official organ of the National Association of Directors of Educational Research." Seven departments are to be maintained, each with its special editor—association matters, school organization, curriculum, tests and measurements, finance, child accounting and intelligence tests.

More than 95 per cent of the Santa Barbara teachers are members of the California Teachers' Association. Six of the schools have reported 100 per cent membership, as have all of the city kindergartens.

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NOTE TO TEACHERS OF ENGLISH IN HIGH SCHOOLS

The new catalog of the Riverside Literature Series is out. This book gives the title, author, price and table of contents of every number in the series. Several fine new numbers have just been issued, one of these being **George Herbert Clarke's** volume of **WAR POETRY**. A copy of the R. L. S. Catalog will be mailed you upon request.

Say you saw it in the Sierra Educational News

By recent action of the Los Angeles Board of Education the following resolution was passed: That the board announces the policy that it is opposed to teachers employed in the Los Angeles city school districts holding memberships in any organization affiliated with the American Federation of Labor or affiliated with any labor organization whatever, or affiliated with any organization that might in any way interfere with the strict performance of their duty to the community as a whole; and the board requests that any group of teachers holding a charter of any branch of a labor organization shall surrender their charter from such organization and their individual membership cards therein; provided, that this resolution shall not be construed as applying to a vocational teacher who may have held membership in a craft of his own trade at the time of his appointment unless it is later found that such membership interferes with the efficiency of such teacher in his school work; and

"Be it further resolved, That the board insists that all propaganda for the formation of a union of teachers among the teachers of the Los Angeles city school districts shall cease."

A nation-wide observance of January 17-24 as "Thrift Week" called attention again to the need of emphasizing among Americans, both young and old, the virtues of conserving our resources of every sort; the virtues of saving, not that we may HAVE only, but have against the day of greater need, and save that we may use. It was a week of economic education, enforcing a sense of the value of life insurance, of a bank account, of making a will, of owning a home, and the paying of bills promptly. It was endorsed by many national organizations. Among these are the American Bankers' Association; the National Federation of Construction Industries; the National Association of Life Insurance Underwriters; the National Credit Men's Association; the American Life Convention, and the United States League of Building and Loan Associations, the American Society for Thrift, and the Thrift Education Committees of the N. E. A.

OUTLINES War, Geography, History, Civics, Arithmetic, Grammar, Business Forms, Botany, Map Series, Physiology. They are pamphlets prepared to meet the almost universal demand for a brief summary of the important facts in the various branches, but not so brief but that the student may secure an intelligent knowledge of the subject without the use of other text-books for explanation. **Price 25c.**

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Under the guidance of U. S. Commissioner Claxton an aggressive campaign has been undertaken throughout the United States for the promotion of the kindergarten, as a means of Americanizing the home, the unification of the kindergarten forces, and an earlier introduction to systematic training than most children now receive. The leaflet "Kindergarten Legislation in California" is used as a campaign document.

Modern Junior Mathematics

By MARIE GUGLE
Assistant Superintendent of Schools
Columbus, Ohio

meets all the recommendations made in the preliminary report of the

National Committee on Mathematical Requirements on the re-organization of the first courses in secondary school mathematics.

"Modern Junior Mathematics" is a three-book series adapted for use in either the 8-4 or the 6-3-3 plan of organization.

The books are constructed in accordance with the latest approved method of teaching arithmetic, algebra, and geometry—the method indorsed by Doctor Charles W. Eliot when he said:

"Arithmetic, algebra and geometry should be taught together from beginning to end, each subject illustrating and illuminating the other two. * * * It should also be the incessant effort of the teacher to relate every lesson to something in the life of the child so that he may see the useful applications of the lesson and how it concerns him."



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Say you saw it in the Sierra Educational News

Dr. D. J. H. McCurdy, Secretary of the American Physical Education Association, announced at the recent meeting that more than 40,000 skilled instructors are needed to carry out the program now entered upon in this country.

In a recent letter to teachers Commissioner Claxton said:

"In the light of the present kindergarten situation in this country every kindergarten teacher bears a twofold responsibility—to be an effective teacher in her own school and community, and to become a center for kindergarten extension.

"Some of you teach in large cities where the kindergarten is firmly established in the school system; but not so very far from the borders of your city are places where the work is still on trial. Some of you teach in smaller cities and villages; but in your neighborhood are communities without even one kindergarten class. I know many of you are already trying to better these conditions and are working either as individuals or as members of an association; but you, no doubt, realize a need for more concerted effort. With this need in mind, the Bureau of Education is undertaking a campaign for kindergarten extension, feeling assured of the active support of the kindergarteners of the country."

Mr. George W. Coleman, President of the Open Forum National Council has, in the Paramount Screen Educator an instructive presentation of the "Motion Picture and Public Discussion" that suggests a new and fruitful service for the public school. The "film" has come to be one of the standard educational agencies, not in the schools, only, but in the churches, the clubs of both men and women; farm organizations, Americanization classes, etc.

MISS BARNARD'S

Kindergarten Normal School

(State Accredited List)

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For 1919 there were 2039 Federally aided schools, 42 per cent of them in agriculture. The aggregate Federal contribution was \$1,136,519.00. Twenty-two per cent only were in evening schools. Of the entire number of schools, 463 were for home economics. Every State was represented by one or more schools.

The following was taken from the Bureau paper, Vocational Summary, and will explain itself:

"An act, known as the Caldwell bill, recently passed by Congress, provides for the sale to technical and educational institutions of machine tools of 15 per cent of their cost to the Government.

"Plans are not yet fully completed determining the procedure by which educational institutions may procure tools, but it has, however, been determined that an accredited list of schools will be developed in the Office of Director of Sales.

TEACHING REAL FRENCH

Where Ollendorf Is Supplanted by Actual Tongue Stuff

To the Editor of The Tribune:

Sir: Some time ago I read your editorial on American-French and was rather surprised at your statements, for my experience has not at all been along those lines. I looked into the matter and concluded that you must have had your French in the past days when teachers never used the spoken tongue and when nearly all the text books were built as per the German formula, viz., lay down a more or less important rule of grammar and then hurl at the head of the defenseless student numberless, meaningless sentences to illustrate said principle; then move on to a new one. Thus were built the old-fashioned books like Chardenal, Fraser and Squair, Keetel, etc. Look them over in your leisure hours in the editorial rooms. Practical, idiomatic French? practice in conversation? No, no, none of that! Friends of mine, who are now in business, tell me that they never heard a word of French in their college courses.

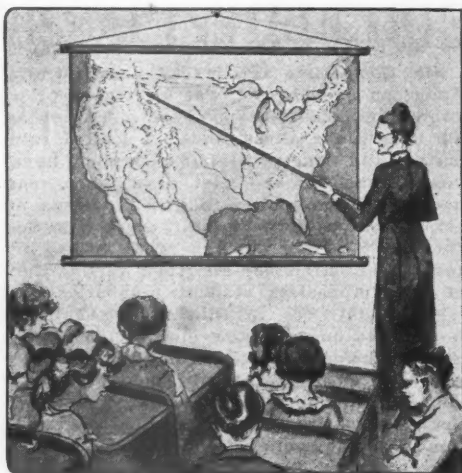
My experience (New York City, I thank you!) has been quite different. I have now had a year and a half of French in the evening classes of the College of the City of New York. Our professor, as far as I can judge, is absolutely bilingual; we all talk French in the class and he is awfully fussy about intonation, ease of delivery, etc. The book we use, "Nouveau Cours Francais," is a live, practical, interesting mixture of grammar, oral and written exercises and texts on daily life, French customs, institutions, history, government and so forth; the whole thing is developed along methodical lines, teaching idiomatic French that one would use every day. In my line of business I often meet Frenchmen and I find that I can follow their conversation and, haltingly, am able to talk to them about our country and our customs. I am able to inform them that now our trains are "souvent en retard" (c'est la meme chose chez nous," they say), that, according to their understanding, it is "treize heures vingt," or that "ce soir Caruso va chanter a l'opera"; again if I hear them say that "cette cravate est tres chere, elle coute huit francs vingt-cinq." I know that old H. C. L. in the shape of a \$1.65 necktie staggers them, and that when they find that a good United States dollar will buy about nine of their francs and not five, as they always figure, they will be more dismayed than ever.

So, all in all, I feel that your editorial is no longer fair; that American-French is not universal; let us hope that the numerous ex-German teachers who have been thrust into the teaching of French (imagine that!) will not give us something worse. Prussianized French.

STUDENT.

New York, December 31, 1919.

(The Nouveau Cour Francais above referred to is published by Ginn & Co.)



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Say you saw it in the Sierra Educational News

"Schools that wish to take advantage of this act should make application to be placed on accredited list to the Director of Sales, Purchase, Storage and Traffic Division, Munitions Building, Washington, D. C."

Our readers will recall Mr. E. Morris Cox's article in our December Number on "Opening a Door for Teachers," being an exhibit of the Oakland plan for examination and appraising teachers, who desire to be considered for principalships. Among the "notes" in the Educational Review for January is a parallel statement of the Boston effort to standardize the condition of promoting teachers from merit lists.

The function and organization of the junior college as an organic part of the public school system are set forth in a recent bulletin by the University of Missouri. (Call for Education Series No. 12.)

In the Euphrates Valley. Here is a chance for some American farmer who knows scientific agriculture:

With a desire to improve their own condition by increasing the productivity of their farms, the farmers of the Marash district, including some of the richest land in the historic Euphrates Valley in Turkish Armenia, have made up a pool of 1,000 acres which they have offered to turn over to an American farmer, provided he will work it according to advanced American methods, and will import an American farm tractor for this purpose. Announcement to this effect has been made at the headquarters of the Near East Relief, 1 Madison Avenue, New York, by Miss Frances Smith, who recently returned from Armenia, where she worked with Arthur J. Culler, formerly of Kansas, who is now director of Near East Relief Work in Marash.

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Send for Illustrated Circular.
Chicago THE PRANG COMPANY New York

An Unique Society known as "The National Laboratory Foundation for Invention and Research" has just been formed in New York, the plan being to so mobilize American inventive genius as to give aid and advice to the struggling inventor by helping him to develop and market his invention, and to help America to prepare for a market of commercial supremacy. Among the promoters and charter members of the organization are Simon Lake, inventor of the Submarine, Herbert Hoover, Charles M. Schwab, Thomas A. Edison, Alexander Graham Bell, Henry Ford, Daniel Guggenheimer and John Hays Hammond, Jr.

Two Noteworthy High School Texts

Hanssler & Parmenter's "Beginner's Spanish"

has just been added to the California State High School List. This new book meets the demands resulting from new conditions of Modern Language teaching. It is an adaptation of the principles of the Direct Method to the needs of the American High Schools. Each lesson is divided into three parts:—A connected Spanish text; Gramatica; Ejercicios. It also treats Spanish pronunciation in a truly scientific manner, which is at the same time simple and clear.

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is a comparatively new book that is winning its way to the front rank in progressive High Schools all over the country.

We shall be pleased to send samples of these books for examination.

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The average cost of making a new desk from an old one, which includes the cost of all materials and labor, is approximately 60c to 70c per desk. Write for illustrated Book, "Facts and Figures."



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Secretary
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Say you saw it in the Sierra Educational News

An Invitation to N. E. A. Visitors. Superintendents, teachers, and other educators passing through Chicago to or from the annual meeting of the Department of Superintendence of the N. E. A., to be held in Cleveland, during the week of February 23, are extended a cordial invitation by Prof. P. G. Holden and his assistants to visit the Agricultural Extension Department of the International Harvester Company, Harvester Building, 606 South Michigan Avenue, where pains will be taken to show them many things that will be of help to them in their work.

The Department will have an interesting exhibit at the convention, which every one interested in our public schools should see. Lecture charts, lantern slides, stencils, bird cards, and educational literature on agriculture, live stock, domestic science, gardening, canning, better country schools and many other subjects will be included in the exhibit. Members of the Department will be on hand to give information and render any assistance possible. Booklets on the Rotation Plan for Vitalizing the Teaching of Agriculture will be distributed.

THE CLEVELAND MEETINGS

The approaching meetings of the Superintendents and the National Council, both allied with the National Education Association, promise to be more than usually important. School problems, if not the nature of education itself, have emerged on new lines since the war; and the peace meanings of education call for critical and appreciative attention. Supt.



ELLIS ALBAN GRAFF

Superintendent of Schools, Indianapolis, Ind., since 1917; formerly of Omaha, now President of the Department of Superintendence, National Educational Association

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This is the Eleventh of a Series of Outlines on the

"PRODUCTION AND DISTRIBUTION OF MILK"

The Laboratory--The Pulse of the Industry

Business by guess work is now past. The individual or company in these days is successful or otherwise in almost exact proportion to its adherence to established scientific principles. In all branches of civilized society we are guided by established rules and schedules.

The milk business today could not tolerate the old time peddler with his dirty wagon, utensils and quart measure. He has been replaced by the modern distributor with his large and expensive plant, all departments of which center around and are guided by the laboratory.

As a new lot of milk arrives at the receiving platform of the milk plant, the laboratory assistant places a small sample in a sterilized bottle. This sample of milk is then taken to the laboratory where it is subjected to tests which determine its butter fat content, proportion of milk solids not fat, other chemical elements and its bacterial character.

A portion of it goes to the "Babcock tester," a machine which revolves at great speed a number of small testing bottles filled with milk and sulfuric acid. This separates the fat globules from the milk solids. The fat rises to the neck of each bottle which is so marked that the percentage of butter fat in the milk is easily read.

Other tests are made to ascertain the milk solids not fat, the sediment, the acidity and most important of all the bacteriological count. In some cases, especially where there is reason to believe that the milk has been subjected to disease, a still further test is made to determine as accurately as possible the character of germ life, but generally if there is no reason for suspicion and the milk is relatively low in its bacterial count the test stops at this point.

Pure milk is not milk absolutely free from bacterial life. There are harmful and harmless bacteria in milk and we must trust to our milkman for protection against the only kind of dangerous bacteria, namely that which transmits disease. Generally speaking a relatively low bacterial count made possible by clean methods and continued coldness of the milk is an evidence of safe milk.

These Outlines are prepared for *School Room Use*—Especially in *City Schools*. They are *not* intended for Agricultural Instruction. Their Purpose is to Acquaint Consumers of Milk with Essential Facts Showing the Relation Between Milk and Health

PREPARED BY

Walnut Grove Creamery Co.

41st and Market Sts., Oakland, California

The March issue of the "News" will contain an outline on "Distribution, Cooling Refrigerating, Bottling."

Say you saw it in the Sierra Educational News

Graff, president of the Superintendent's Section, has arranged an interesting program dealing with practical problems. Mr. Seerley, president of the National Council, is deservedly recognized as an educational leader and will have capable men and women on his program and helpful discussions.

We are fortunate in being able to present our readers with an excellent photograph of each.



HOMER HORATIO SEERLEY

President Iowa State Teachers' College since 1886. President of the National Council of Educators

Throop College of Technology in Pasadena is fortunate in having upon its faculty this coming semester Dr. Robert A. Milliken, professor of Physics in the University of Chicago. Prof. Milliken is well known in Pasadena, he having, on a future occasion, done there some noteworthy work in the field of Physics. Dr. Milliken is a national figure as a scientist and is an author of a number of well known books and joint author of Milliken and Gale's Physics. Another acquisition at Throop College is Dr. Arthur A. Noyes, formerly of the Massachusetts Institute of Technology, who now returns to Throop to devote his entire time as Director in Chemistry and Chemical Research.

At the State Normal School, San Jose, report says: "Our enrollment of new students this school year is 50 per cent greater than the enrollment last year, and while our Normal is not as large in attendance as before the war, it looks as though the trend was upward again. Our new assembly hall is coming on well. The contractor says that it will be ready by April. Upon its opening, we expect to hold a memorial service for Dr. Dailey and place a memorial plate."

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We appreciate your goodwill, and will continue to put forth effort to justify your confidence.

During the past few months unusual conditions both in labor and material have made it difficult for us to keep dealers fully supplied. May we ask you as friends and customers to place your orders with dealers for an advance supply so that we can anticipate the dealers' requirements? If you will do this you will be assured of better service.



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A Cantata for Mixed Voices

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With the tercentenary of the historic event close at hand, this work is especially timely. It is a setting of the favorite poem by Felicia Hemans; and it is short, concisely developed, and in style straightforward and tuneful, with picturesque and dramatic touches which heighten the effect of the oft-told story. The solo voice required is a Baritone; about fifteen minutes are necessary for performance; and the work is well suited in every way for amateur choral societies, and for school or community celebrations in honor of the intrepid Pilgrims of Plymouth.

A copy with return privilege will be sent to Music Supervisors on request.

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77.3 per cent write Pitmanic Phonography
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(See Report of the Commissioner of Education for 1913—the most recent official statistics on this subject.)

Of the official shorthand court reporters of the United States,

91.2 per cent write Pitmanic Phonography
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(See the latest roster of the National Shorthand Reporters' Association as published in its "Proceedings" for 1917.)

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Use Coupon to send registration fee. The Registration Fee of Three Dollars for Kindergarten, Primary and Grammar Grade Teachers and of Five Dollars for High School Teachers, Principals and Supervisory Officers is to cover expenses of the Bureau.

MR. C. M. ROGERS,

Manager, Registration Bureau of the California Teachers' Association,
703 Neilson Street, Berkeley, Calif.

Dear Sir: I herewith enclose \$..... as Registration Fee for 1920.

Name.....

Address.....

Position.....

Say you saw it in the Sierra Educational News

"A Wild Goose Chase." A very unique story is told in the Ford Educational Weekly, No. 149, "A Wild Goose Chase," of how a flock of wild geese a few years ago in their migration from the southland to James Bay stopped to rest on the farm of Jack Miner at Kingsville, Ontario. Jack not only protected the birds from hunters but fed them, and they stayed a number of days with him. Now year after year they make a regular stop at Jack's farm. The flock that first came brought back friends with them until thousands of wild geese visit the farm each year. On the farm they are so tame that anyone can go right up to them but in the marshes outside the farm they are again the wild birds, frightened of all mankind. Besides scenes showing thousands of birds swimming around the pond at Miner's farm there are many unusual ones showing the flocks in flight and the strange figures they form as they fly. After his experiment with the geese Jack tried feeding some robins who stopped on his farm and they responded even more quickly to his friendliness. They are shown in the picture alighting on his head and arms and eating out of a spoon which his five year old son holds. Jack claims that the birds are not naturally wild but because of their treatment by man, have come to be afraid of him, and that any birds will respond to this friendliness once they have been convinced that man is their friend and not their enemy.

On Saturday, March 28, 1920, the Los Angeles City Schools will hold an examination for elementary and kindergarten teachers, including special teachers of agriculture, home economics and manual training for the elementary grades. The written examination will be given on Saturday and the oral examination during the Easter vacation week immediately following. Applications to take this examination must be filed prior to February 28, 1920. Those applicants who are unable to take examination on the dates outlined above will be notified to attend the examinations to be held July 10th to July 17th, 1920.

The Illinois Training School of Nurses at 509 South Honore Street, Chicago, offers every facility for those who wish to pursue work in this field. The opportunities presented in this school are most worth while whether one is to become a nurse, a teacher or manage the home. Courses are offered in home making in all its phases, in domestic science, hygiene, sanitation, study of the development of normal and defective children, how to prevent sickness or care for the sick and other like important matters. Those interested may correspond with this school for information.

Dr. H. B. Wilson, Superintendent of the Schools of Berkeley, has been mentioned in the highest terms as one of the speakers before the recent Oregon State Teachers' Association.

Announcement comes of the selection of Salt Lake City as the next place of meeting of the National Education Association in July. Further announcement will be made later.

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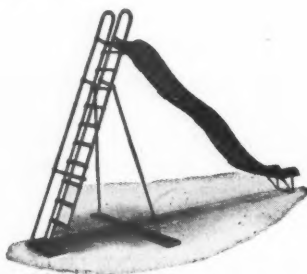
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Progress in the administration of the Los Angeles schools is noted. Under the new superintendent, Mrs. Susan M. Dorsey, Mr. J. B. Monlux continues as Deputy Superintendent. Mr. Arthur Gould is advanced to First Assistant Superintendent; Mr. Harry M. Schafer to Second Assistant Superintendent. Miss Helen S. Watson has been named as Third Assistant and Mr. Robert H. Lane, as Fourth Assistant.

The two new appointments are especially merited. Miss Watson has for a number of years been Vice Principal of the Hollywood High School and has served the city for more than a decade. She is a product of the Los Angeles schools, the Los Angeles State Normal School and the University of California, with graduate work both at Berkeley and at Harvard. She is thoroughly qualified both from the standpoint of teaching and administration. She is familiar with the work of the grades as well as that of the high school; is fitted temperamentally for the position and is held in high regard by the entire teaching force of the city. Mr. Lane has for 20 years served in the Los Angeles system. He is a graduate of both the Los Angeles State Normal School and University of California. He was a most successful principal in the Los Angeles schools and before entering the city taught in the elementary schools in Southern California. The Department of Educational Research in Los Angeles was inaugurated by him three years ago. He is a thorough student of education and sociology and knows at first hand the present industrial and economic problems.

The largest gift at any one time to any educational institution in Southern California is that announced for Throop College of Technology—a New Year's gift of a million dollars. This announcement was made by Dr. James A. B. Scherer, President of Throop College on his recent return from the East. The name of the donor is not given. It is specified that an equal amount must be obtained. President Scherer states that at least three million is needed to the endowment fund at this time. Announcement is also made of a gift of \$150,000 by Dr. Norman Bridge, who for many years has served as President of the Board of Trustees, and who has on many occasions contributed financially to the school.

Because of the sympathetic relations that have for 50 years, existed between the governments of China and the United States, teachers, particularly, should be interested in the remarkable progress made by the Chinese. In the 27 provinces there are 120,000 lower and 8,600 higher primary schools; 428 Middle schools for boys and, in five provinces, 9 for girls; 127 normal schools, beside 54 for girls. In addition to these there are 477 technical schools, (agriculture, commerce, industry, etc.) and 77 higher educational institutions. With more than 4,000,000 students, 320,000 teachers and \$36,000,000 of school expenditures, it is a truly wonderful exhibit of educational achievements to have been effected, for the most part since the middle nineties.

Conservation of Eyesight



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Welfare

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A noted scientist prepared a paper recently on the "Conservation of Eyesight." He stated that on account of motion pictures, glittering electric signs, brightly colored billboards, swiftly moving vehicles, artificial light and extensive reading, the eyes of the present generation are taxed much more severely than those of our forefathers. These causes are unpreventable but their effect can be minimized by considerate care of the eyes.

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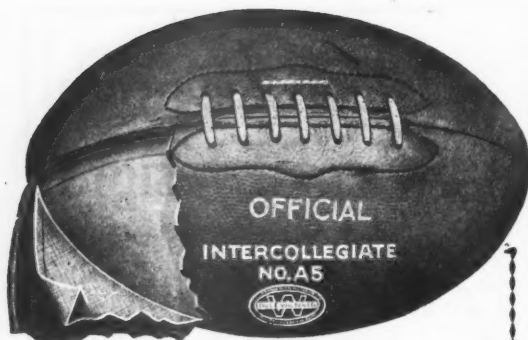
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Ordinary paper throws a glaring reflection of light from its surface onto the delicate retina of the eye. Here is an added irritation to the already burdened optical nerves. **Bank Stock** successfully eliminates this objectionable feature. The delicate blue color of **Bank Stock**, evolved by a special chemical process, is the scientific way of overcoming this disadvantage. To teachers, who must look over many papers each day and to students, **Bank Stock** offers relaxation instead of eye-strain. **Bank Stock** is good for the eyes. **Bank Stock** is made into **Composition Books, Note Books, Short-hand Blanks, Bookkeeping Blanks, Manual Training Pads and Fillers. A Free Bank Stock Test Card, together with a Bank Stock Suggestion List will gladly be sent upon request.**

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Advertisement

Bids Wanted for Supplementary Textbook in California History

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale of the right to publish and distribute in California the following textbook:

A supplement of from 60 to 75 pages on California history, to be bound with the recently adopted advanced text in the History of the United States for the elementary schools.

Manuscript or sample book of the above should be submitted to the Secretary of the Board, at his office in Room 707, Forum Building, Sacramento, on or before March 15, 1920.

Bids for the sale of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for supplementary textbook in California history," may be submitted on or before the hour of 4 o'clock P. M. of March 15, 1920.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

State Board of Education,

Sacramento, California

WILL C. WOOD, Secretary

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Through P. G. Holden, Educational Director, the International Harvester Company, issues a 24-page monograph under the title "Rotation Plan—what it is and what it does." It is a simple, very concrete and convincing study of the means by which the teaching of agriculture may be vitalized—canning, corn-growing, fruit, seeds, weeds, soils, etc. Teachers will find it worth writing for. As an appendix there is given a list of the Company's publications, 36 of them varying in price from 1c to 50c each. The rate per hundred copies, also, is given. Address Harvester Bldg., Chicago.

Ford Weekly Shows How Barrels Are Made. The Ford Educational Weekly No. 177, "Hooping Up," opens with beautiful scenes in a forest of oak trees and ends with a forest of barrels and casks stacked higher than the giant trees from which they have been made.

And in between that forest at the beginning and those stacks of barrels at the end we are entertained by a pictorial description of the way in which barrels are made.

Barrels do not sound like an interesting topic, but it is most fascinating to watch them growing step by step from the forest where the trees are cut down, into the factory where they are made into barrel staves, and the detailed development of the barrel with special machinery to fashion each part and then assemble the parts. The final process of painting is also done by machinery and the uncolored barrels are whirled into the machine so rapidly, and almost immediately thrown out painted in variegated stripes that it almost makes one dizzy to watch them.

War Savings Stamps. The government is continuing the sale of War Savings Stamps, which offer a safe and easy way to save money. They are always redeemable at 10 days notice, in case of need, at cost plus interest earned.

Senator Cummins of Iowa is authority for the statement that P. G. Holden (noticed elsewhere for his recent campaigning in South Dakota) added \$30,000,000 a year to the wealth of Iowa by showing the farmers how to raise more and better corn. That is a very practical art of education.

One of the most successful grade teachers' associations in all the Bay section is that of San Francisco. With a present membership of several hundred, the organization is working for a thousand in 1920. In the December Bulletin, Miss McDermott, vice president of the organization, has a discriminating discussion of the promotion-by-merit plans as tried in Chicago, Omaha, etc.

Readers are earnestly requested to notify us in case of non receipt of any number of the Sierra Educational News. This is especially important as postmasters do not forward second class matter. Many teachers change address during the year. Such should write our circulation department promptly, giving in all cases, both old and new address. Please state exactly what numbers of the magazine have not reached you.



SUMMER SESSION

California School of Arts and Crafts
IN BERKELEY

June 21 to July 31, 1920

THE Summer Session for 1920 will be based on a careful survey of art and industrial art courses among the schools throughout California and other western states. These courses will take into particular account the needs of the following:

1. Teachers in graded schools.
2. Teachers in rural schools.
3. Teachers of Domestic Art, Manual Training, Designing, etc.
4. Special teachers of Drawing, Art and Craft work in high schools.
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The California School of Arts and Crafts, Berkeley, is attracting students not only from all parts of California but from other states and foreign nations. Students from twenty-two counties in the state are now enrolled in the school. There are also students in attendance from England, Siberia, Hawaii, Arizona, Idaho, New York, Ohio, Oregon, Pennsylvania, Washington and Wisconsin.

The De Vry Portable Projector is growing in favor for use in home, church and school. It weighs but 20 pounds and can be carried anywhere. For booklet telling all about it write to the De Vry Corporation, 1242 Marianna St., Chicago.

The News has information of the sudden death at Lodi of Miss Flora Alice Wright, head of the history department of the Lodi high school. From an attack of influenza, pneumonia developed, and she died within a week. Of fine professional equipment, a strong, engaging personality, public spirited, devoted to kindly social service, energetic and always cheerful, Miss Wright's influence was felt both among students and the general public, as refining and uplifting.

A joint convention of the National Society for Vocational Education and the Vocational Association of the middle west will be held at the Hotel La Salle, Chicago, February 19-21, 1920. Among the topics to be considered are the following:

Army Training for Vocational Education.

Social Education and the Labor Crisis.

Vocational Education as a Solution for Labor Troubles.

A Survey of the Effect of the Smith-Hughes Law on the Instruction of Agriculture, Commercial Education, Home Economics, and Industrial Education.

Compulsory Part Time Education.

Conditions for Successful Vocational Training in High Schools.

Secretary Chamberlain of the California Council is to address the joint convention on the topic, Occupational Direction and Re-Direction: Applications to Civil Life from Experiences in the A. E. F.

For information apply to Mr. James McKinney, Room 528, Continental and Commercial Bank Bldg., Chicago.

As indicative of the large and varied possible services which may be rendered by a City Community Center, the following statement of what the Visitacion Valley Club is doing is convincing. The neighborhood lies along the bay shore south of Market Street, San Francisco, and has a population of about 1500.

The activities of the club consist of gym. classes for junior, intermediate and senior girls and boys; dancing classes, sewing, dressmaking, millinery and cooking classes. Story-hour for the younger children is very popular. Boy Scouts hold their weekly meetings here. The alumni of the Visitacion Valley school hold their monthly meetings here, as likewise does the Parent-Teachers Club of the school.

Second Semester begins February 9th

Fifteenth Annual Summer Session

June 28th to August 6th

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It is reported that the Gregg system of shorthand has been adopted for exclusive use in the schools of Oklahoma, Oregon and Tennessee.

Say you saw it in the Sierra Educational News

Western Teachers' Exchange

Our facilities for serving YOU are unequalled.

You will be pleased with the efficient and business-like methods with which we promote your interests.

Berkeley, Cal. Denver, Col. Chicago, Ill. Minneapolis, Minn.

Community and choral singing is a regular part of the program. Once a month, on the fourth Friday, there is a community night with a short program of music, singing and dancing; on the second Friday there is an open forum. The bright, cheerful library with the inviting open fireplace is the favorite meeting place for the people of the valley.

Recently a health center for children has been opened under the auspices of the San Francisco Board of Health. It has met with great success and response by the mothers of the community.

School districts in South Dakota may now legally secure two acres for a school house site, and a reasonable acreage for play-grounds, which might be in practically one tract; and, further, if they are in the list of schools authorized to teach agriculture, they may further acquire ten acres for that purpose, and this might also be within the same enclosure.

Notice has been taken of the "opportunity classes" maintained in the Los Angeles schools. Similar provision is made in the Duluth, Minn., schools and in the Pedagogical Seminary for September, 1919, may be found a report on the course of study followed.

Of 20 or more educational periodicals established before 1840 in this country, there remained in that year but three,—the Connecticut Common School Journal (discontinued the next year), Horace Mann's Common School Journal, in Massachusetts, and the District School Journal of New York. In the 36 years following, up to 1876, 143 educational papers were started; but seven of which are known to be in existence today, only one of them having a national circulation—Dr. Winship's "Journal of Education" (1875). Of the 144 journals started between 1876 and 1900, one hundred of them are no longer in existence.

"Vocational education, in the real and best sense, is of the spirit of Americanism," the Hon. P. P. Claxton, Commissioner of Education of the United States, told the International Convention of the Young Men's Christian Associations of the United States and Canada, in Detroit. Dr. Claxton, who spoke on, "The Education of the New Day," contended that vocational training for the youth of America could not be too strongly emphasized.

"As no other people in the world, we have dignified and elevated labor. In this new world in which we shall try to give good homes to all the people, that we shall have enough to eat and wear, and to shelter them that there shall no longer be children born in the cellars

CONTEST ARITHMETIC

A new supplemental text based on Class Contests, Inter-Class Contests, Inter-school Contests. Practical oral and written drill exercises with problems for practice.

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and attics and die in the slums of the city, there is need for all of the skill that we can have."

In discussing the report of the Commissioner of Education that 55 per cent of the pupils of the schools of the United States leave school after completing merely elementary studies, Dr. Claxton said the tightening of the economic life was the cause of this great exodus, and that if America wanted to make better and more useful citizens it was to this group of citizens that she must direct her attention.

"It is not enough," said Dr. Claxton, "that we should produce steel and coal enough to keep us warm. Those things are but to the end that culture may be enjoyed by all, a culture which does not come out of the school, but comes out of the developing and refining and ripening of the human soul. That is the true fruition of a life well trained and well directed."